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IDENTIFIERS	Medina County Board of Education OH

ABSTRACT

This document provides a series of learning activities for parents to conduct with their second-graders to reinforce school lessons. Nine activities are provided for each month of the year (organized September to August). The document also offers a summary of normal development for children ages 5 to 10 years and a bibliography of authors, poems, films, books, and videos appropriate for second-grade children. Activities are presented in a logical learning sequence of warmups, exercises, and extensions. They are designed to develop math, vocabulary, organizational, and life skills, as well as contribute to children's positive self-concept, safety awareness, and social skills. Student activity sheets cover such topics as graphs, nutrition, math facts, money, story structure, and number place value. An appendix includes parent and student tip sheets which correspond to various activities. (JW)

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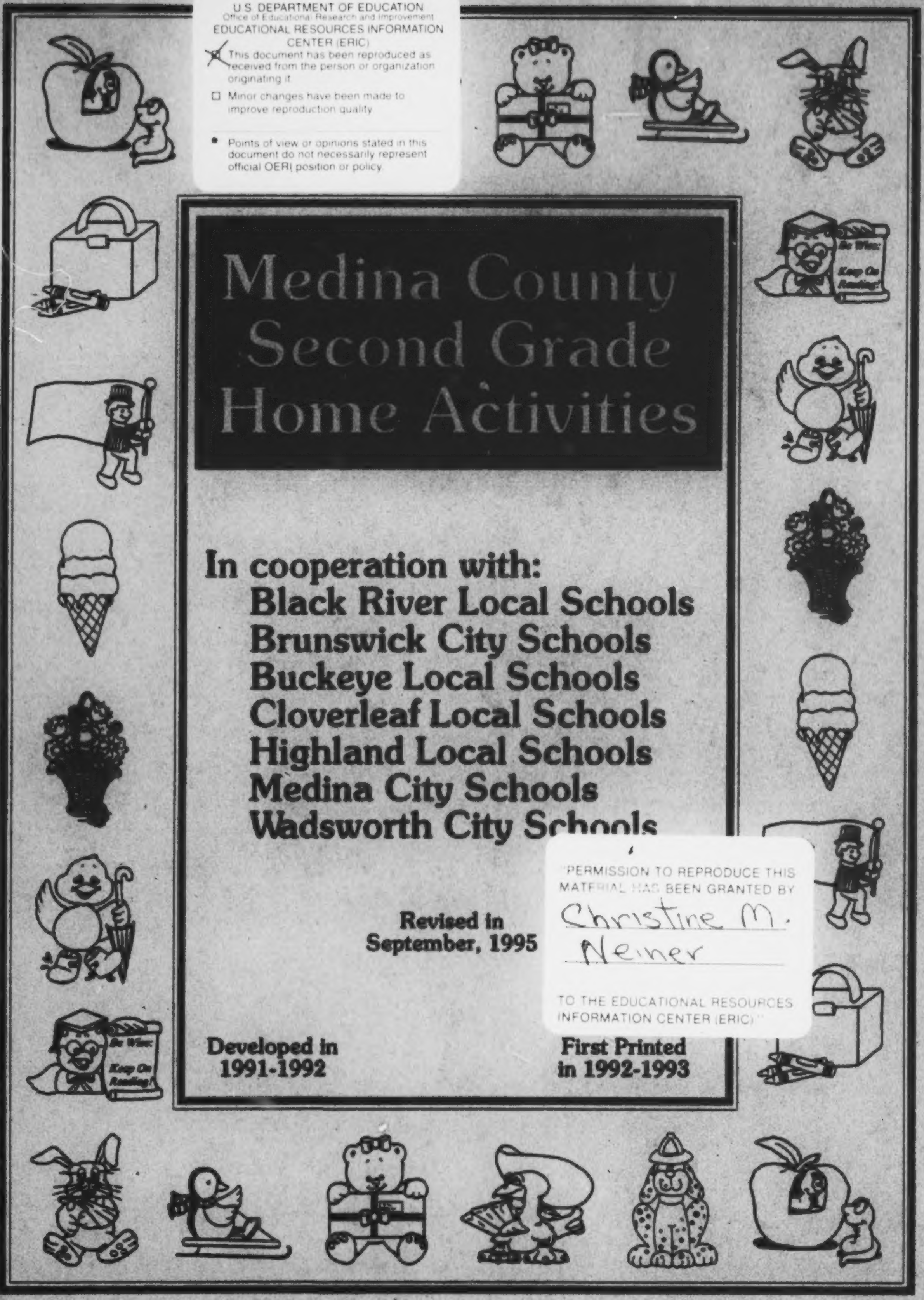

Medina County Second Grade Home Activities

In cooperation with:
Black River Local Schools
Brunswick City Schools
Buckeye Local Schools
Cloverleaf Local Schools
Highland Local Schools
Medina City Schools
Wadsworth City Schools

Revised in
September, 1995

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1991-1992

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All About Me

Name -

Address -

City - - - - - - - - - - State - - - - ZIP Code - - - - - -

Area Code - - - - - Phone Number - - - - - - - - - - -

Eye Color - - - - - - - - - - Hair Color - - - - - - - - - - -

September Height - - - - - - - - - September Weight - - - - - - - - - - - - -

WELCOME
TO THE
WONDERFUL WORLD
OF
SECOND GRADE

Since you are the most important person in your child's life, we would like your continued support in the education of your second grader. Research has shown that when home, school, and community work together, the success and self-esteem of the child are enhanced.

Our goal is for your child to succeed at his/her own individual rate and to have this success transfer to homework and other learning experiences. These suggested activities may help prepare your child for end of the year C.B.E. Testing (Competency Based Education).

The eagerness to learn shown by children at this age will be rewarding. Therefore, we welcome you to complete the activities in this booklet as you experience the WONDERFUL WORLD OF SECOND GRADE!

Susanne H. Baca

Susanne H. Baca
2nd Grade Teacher
Brunswick City Schools

Sabra J. Battles

Sabra J. Battles
2nd Grade Teacher
Medina City Schools

Hillery L. Cox

Hillery L. Cox
2nd Grade Teacher
Cloverleaf Local Schools

Faye Holvey

Faye Holvey
2nd Grade Teacher
Wadsworth City Schools

Carolyn Minen

Carolyn Minen
2nd Grade Teacher
Highland Local Schools

Christine Neiner

Christine M. Neiner
Elementary Consultant
Medina County Schools

Vickie A. Slone

Vickie A. Slone
2nd Grade Teacher
Black River Local Schools

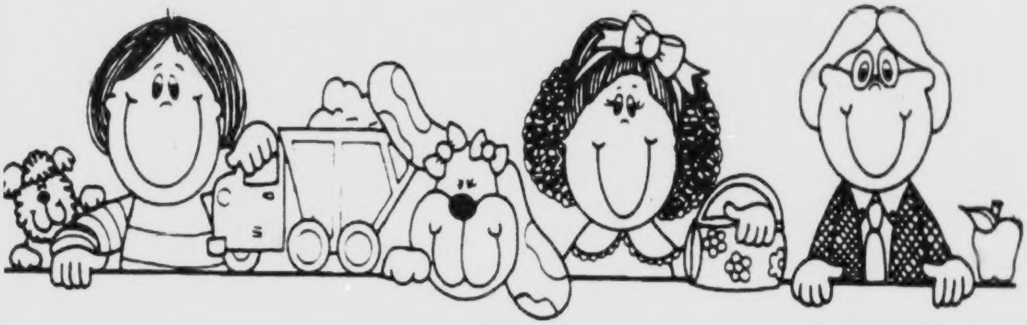
Wendy L. Winkler

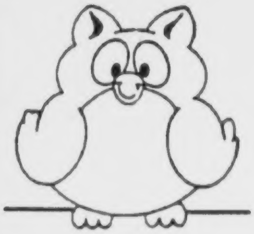
Wendy L. Winkler
2nd Grade Teacher
Buckeye Local Schools

SECOND GRADE

"What is it like in second grade?"
The little lad asked his brother.
"It's reading, writing, and 'rithmetic,
Just like any other."
"I know what 2 + 2 is,"
Said the little boy with glee.
"It certainly is much harder than that -
You'll have to wait and see.
They give you big numbers to add like 50 + 62
And lots of books to read and papers to do.
There's cursive writing and making maps
Drawing pictures and drums to tap -
Singing, spelling, and gym class too
Keeping busy all day through."
The young lad's eyes opened wide
His surprise was hard to hide.
"I guess I'll wait 'til first grade's through
And hope to be as smart as you!"

Diana Kurilich, '93
Towslee Elementary School
Brunswick City Schools





INSTRUCTIONS

These Second Grade Home Activities are intended to reinforce and extend skills taught in the classroom. These activities are arranged in three categories: WARM-UPS, EXERCISES, and EXTENSIONS to correspond to the individual development of each child. The following instructions will help you carry out these activities.

1. Look through the entire booklet and become familiar with its format. For your convenience an INDEX OF SKILLS is provided.

2. Read all nine activities for each month before you begin an activity. You will notice that some activities have parent tip sheets or student activity sheets that go along with them. This is indicated by:

   ⚐ **Parent Tip Sheet**
   ✏ **Student Activity Sheet**

   You will find these sheets after the Extensions. An additional section **"Parent & Student Tip Sheet" (indicated by ☆)** is found at the back of this booklet.

3. Select a time and place suitable for the activity chosen.

4. It is best to do each activity TOGETHER. Your interest and concern at home will be reflected in your child's attitude and performance at school.

5. Please remember that we all learn from our mistakes. Patience, praise, and encouragement are essential. If an activity becomes frustrating for your child, stop and select a different activity.

6. A checklist is provided at the end of each month.

7. On each month's checklist for September through May, there is a place for comments from both you and your child. Please return this sheet to your child's teacher at the end of each month during the school year.

8. A replacement copy of the booklet will be issued at a cost of $5 if the need arises.

The following 5 pages will show . . . .

CHARACTERISTICS OF A YOUNG CHILD

These children leave their homes and to each school building rush in --
With sparkling eyes, backpacks, and great big grins
Tennis shoes all shiny and white
Toothless smiles gleaming bright.
They are six, seven, and eight years old.
They love band-aids, Kleenex and teddy bears to hold.
Each with a personality of their own.
Each with qualities that are theirs alone.
All have eager and open minds that were made --
for the "Wonderful World of Second Grade!"

- Hillery L. Cox

A SUMMARY OF NORMAL DEVELOPMENT

(but allowances must always be made for individual differences)

ABOUT FIVE

Physical Development

- Period of slow growth. Body lengthens out and hands and feet grow larger. Girls usually about a year ahead of boys in physical development.
- Good general motor control, though the small muscles are not so fully developed as the large ones.
- Sensory-motor equipment usually not ready for reading. Eye-hand coordination improving, but still poor. Apt to be far-sighted.
- Activity level high.
- Attention span still short, but increasing.
- Little infantile articulation in speech.
- Handedness established.

Characteristic Behavior

- Stable - good balance between self-sufficiency and sociability.
- Home-centered.
- Beginning to be capable of self-criticism. Eager and able to carry some responsibility.
- Noisy and vigorous, but activity has definite direction.
- Purposeful and constructive - knows what will be drawn before drawing it.
- Uses language well, enjoys dramatic play.
- Can wash, dress, eat, and go to the toilet alone, but may need occasional help.
- Individuality and lasting traits beginning to be apparent.
- Interested in group activity.

Special Needs

- Assurance of being loved and valued.
- Wise guidance.
- Opportunity for plenty of activity, equipment for exercising large muscles.
- Opportunity to do things for oneself, freedom to use and develop ones own powers.
- Background training in group efforts in sharing, and in good work habits that will be needed next year in first grade.
- Opportunity to learn about the world by seeing and doing things.
- Kindergarten experience, if possible.

ABOUT SIX

Physical Development

- Growth proceeding more slowly, a lengthening out.
- Large muscles better developed than the small ones.
- Eleven to twelve hours of sleep needed.
- Eyes not yet mature, tendency toward farsightedness.
- Permanent teeth beginning to appear.
- Heart in period of rapid growth.
- High activity level -- can stay still only for short periods.

Characteristic Behavior

- Eager to learn, exhuberant, restless, overactive, easily fatigued.
- Self-assertive, aggressive, wants to be first, less cooperative than at five, keenly competitive, boastful.
- Whole body involved in whatever one does.
- Learns best through active participation.
- Inconsistent in level of maturity evidenced--regresses when tired, often less mature at home than with outsiders.
- Inept at activities using small muscles.
- Relatively short periods of interest.
- Has difficulty making decisions.
- Group activities popular, boys' and girls' interests beginning to differ.
- Much spontaneous dramatization.

Special Needs

- Encouragement, ample praise, warmth, and great patience from adults.
- Ample opportunity for activity of many kinds, especially for use of large muscles.
- Wise supervision with minimum interference.
- Friends--by end-of-period, a best friend.
- Concentrate learning situations and active, direct participation.
- Some responsibilities, but without pressure and without being required to make complicated decisions or achieve rigidly set standards.
- Help in developing acceptable manners and habits.

ABOUT SEVEN

Physical Development

- Growth slow and steady.
- Annual expected growth in height--two or three inches. In weight-three to six pounds.
- Losing teeth. Most seven-year-olds have their six-year molars.
- Better eye-hand coordination
- Better use of small muscles.
- Eyes not yet ready for much close work.

Characteristic Behavior

- Sensitive to feelings and attitudes of both other children and adults. Especially dependent on approval of adult.
- Interests of boys and girls diverging. Less play together.
- Full of energy but easily tired, restless and fidgety, often dreamy and absorbed.
- Little abstract thinking. Learns best in concrete terms and when he can be active while learning.
- Cautious and self-critical, anxious to do things well, likes to use hands.
- Talkative, prone to exaggerate, may fight verbally instead of physically, competitive.
- Enjoys songs, rhythms, fairy tales, myths, nature stories, comics, television, movies.
- Able to assume some responsibility.
- Concerned about right and wrong, but often prone to take small things.
- Rudimentary understanding of time and monetary values.

Special Needs

- The right combination of independence and encouraging support.
- Chances for active participation in learning situations with concrete objects.
- Adult help in adjusting to the rougher ways of the playground without becoming too crude or rough.
- Warm, encouraging, friendly relationships with adults.
- Acceptance at own level of development.

ABOUT EIGHT

Physical Development

- Growth still slow and steady--arms lengthening, hands growing.
- Eyes ready for both near and far vision. Nearsightedness may develop this year.
- Permanent teeth continuing to appear.
- Large muscles still developing. Small muscles better developed, too.
- Manipulative skills are increasing.
- Attention span getting longer.
- Poor posture may develop.

Characteristic Behavior

- Often careless, noisy, argumentative, but also alert, friendly, interested in people.
- More dependent on the mother again, less so on the teacher. Sensitive to criticism.
- New awareness of individual differences.
- Eager, more enthusiastic than cautious. Higher accident rate.
- Gangs begin. Best friends of same sex.
- Allegience to other children instead of to an adult in case of conflict.
- Greater capacity for self-evaluation.
- Much spontaneous dramatization, ready for simple classroom dramatics.
- Understanding of time and use of money.
- Responsive to group activities, both spontaneous and adult-supervised.
- Fond of team games, comics, television, movies, adventure stories, collections.

Special Needs

- Praise and encouragement from adults.
- Reminders of his responsibilities.
- Wise guidance and channeling of interests and enthusiasms, rather than domination of unreasonable standards.
- A best friend.
- Experience of belonging to peer group--opportunity to identify with others of same age and sex.
- Adult-supervised groups and planned after-school activities.
- Exercise of both large and small muscles.

ABOUT NINE OR TEN

Physical Development

- Slow, steady growth continues--girls forge further ahead. Some children reach the plateau preceeding the preadolescent growth spurt.
- Lungs as well as digestive and circulatory systems almost mature. Heart especially subject to strain.
- Teeth may need straightening. First and second bicuspids appearing.
- Eye-hand coordination good. Ready for crafts and shop work.
- Eyes almost adult size. Ready for close work with less strain.

Characteristic Behavior

- Decisive, responsible, dependable, reasonable, strong sense of right and wrong.
- Individual differences distinct, abilities now apparent.
- Capable of prolonged interest. Often makes plans and goes ahead on one's own.
- Gangs strong and of one sex only, of short duration and changing membership.
- Perfectionist--wants to do well, but loses interest if discouraged or pressured.
- Interested less in fairy tales and fantasy, and more in his community and country and in other people and their countries.
- Loyal to his country and proud of it.
- Spends a great deal of time in talk and discussion. Often outspoken and critical of adults although still dependent on adult approval.
- Wide discrepancies in reading ability.

Special Needs

- Active rough and tumble play.
- Friends and membership in a group.
- Training in skills, but without pressure.
- Books of many kinds, depending on individual reading level and interest.
- Reasonable explanations without talking down.
- Definite responsibilities.
- Frank answers to his questions about coming physiological changes.

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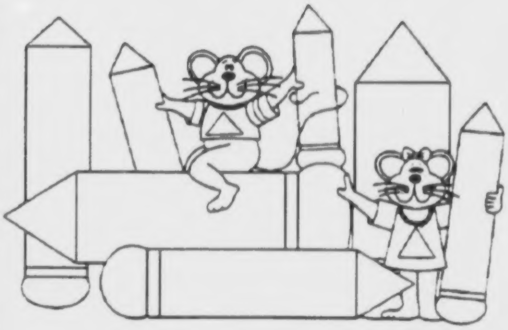

POETRY

A Book of Nonsense - Edward Lear
Hailstones and Halibut Bones - Mary O'Neill
If I Were In Charge of the World and Other Worries - Judith Viorst
Light in the Attic - Shel Silverstein
Random House Book of Poetry for Children - Jack Prelutsky
Sing a Song of Popcorn - deRegniers, Schenk, Moore, White, and Carr
The New Kid on the Block - Jack Prelutsky
Where the Sidewalk Ends - Shel Silverstein

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VIDEOS

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The Berenstain Bears - any title
Beverly Cleary - any title
Land Before Time
Wee Sing Series

Babar - any title
The Babysitter's Club - any title
Clifford - or any title
Dr. Seuss - any title
Encyclopedia Brown - any title
Madeline - any title

Aesop's Fables
Corduroy
Ferngully
The Hobbitt
Just So Stories
Little Red Hen
The Polar Express
The Red Balloon
Rumplestiltskin
The Tinder Box
Tales of Beatrix Potter
The Ugly Duckling
The Velveteen Rabbit
The Wind in the Willows

Disney Films: (*The Little Mermaid, 101 Dalmations, Pete's Dragon, Fantasia, Pinocchio, The Sword and the Stone, Cinderella, Dumbo, Mary Poppins, The Rescuers, Beauty and the Beast, Robin Hood, Alice In Wonderland, Aladdin, The Lion King, Snow White, Pocahontas*)

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HALLOWEEN
Arthur's Halloween - M. Brown
It's Halloween - Prelutsky
Something Queer at the Haunted School - Levy
Haunted Halloween Party - Saunders

THANKSGIVING
Arthur's Thanksgiving - M. Brown
Cranberry Thanksgiving - Devlin
Spooky Thanksgiving - Montgomery
Oh, What a Thanksgiving - Kroll

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Arthur's Christmas - M.Brown
How the Grinch Stole Christmas - Dr. Seuss
Polar Express - Van Allsburg
December Secret - Giff

VALENTINE'S DAY
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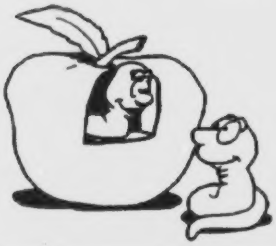
Bee My Valentine - Miriam Cohen
It's Valentine's Day - Prelutsky

EASTER
The Runaway Bunny - Margaret Wise Brown
Velveteen Rabbit - Williams
Bunnies and Rabbits - Kaufman
The Big Bunny and the Magic Show - Kroll



SEPTEMBER
WARM-UP

IDENTIFICATION PAGE - *Self-Concept*

1. Using the first page of the Second Grade Home Activities Booklet, your child will make an identification page.
2. Complete this page with your child.
3. In the small picture frame provided, have your child draw a self-portrait.

FLASH CARD FUN - *Addition Facts*

1. Cut out the two pages of addition facts and make your own set of flash cards.
2. Write the sums lightly in pencil on the back of each so that you can use your cards to check your progress.
3. Place your flashcards in an envelope or baggie.
4. Store your flash cards in your activity box and practice often!

⚐ Parent Tip Sheets (pp. 16-17)
✏ Student Activity Sheets (pp. 20-21)

HOMEWORK SURVIVAL KIT - *Organizational Skills*

1. Complete homework survival sheet.
2. Label container of supplies with your name.
3. Complete study area sheet.

✏ Student Activity Sheets (pp. 22-23)

SEPTEMBER EXERCISES

WORD SEARCH - *Vocabulary*

1. Use the sight word lists in the parent tip section of this booklet.
2. Select one word or two words from the list.
3. Ask your child to find these words as many times as they can on a certain page of the newspaper or magazine.
4. Have your child circle the words to be found and then count how many times they found each word.

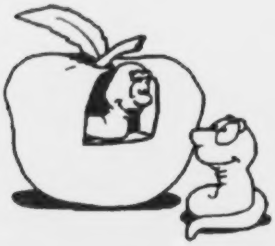
⚐ Parent Tip Sheet (pp. 18-19)

SAFETY - *Safety*

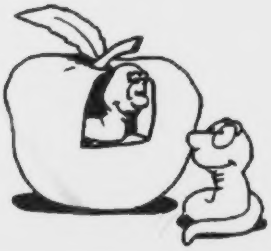
1. Tell your family what your bus rules are, how to cross the street safely, what to do when meeting strangers, what to do if lost or hurt, and your address and phone number.
2. Choose a safety situation and make a poster.
3. Make up and write a list of safety rules for: the bus, pedestrians, strangers, or being lost or hurt.

FOLLOWING RULES - *Citizenship*

1. Tell your family about the rules of your classroom. Talk about what happens when they are broken.
2. Review classroom rules. Talk about why they are necessary. Discuss why rules are necessary for different places, such as on the playground, in the cafeteria, on the bus, at the library.
3. Discuss why any rules are necessary. Interview an adult (parent, family member, teacher, principal, policeman) about the importance of rules or laws.
4. Write what you learned.



SEPTEMBER EXTENSIONS



MY JOURNAL - *Creative Writing Process*

1. Get a spiral notebook, punch holes in some blank paper, or get some notebook paper and place several sheets in a 3-prong folder.
2. The child will write "My Journal" on the cover and decorate it any way desired using glue, construction paper, crayons, markers, etc.
3. Encourage your child to write and illustrate daily in the journal. At the start of each entry, have your child write the date.
4. Encourage your child to spell the words used as best as possible, keeping in mind capitalization and punctuation of sentences.
5. What your child writes in each entry does not have to be long.

USING WATER - *Experiments*

Water changes many things. Test some ingredients from your kitchen. Possible ingredients include sugar, crackers, noodles, popcorn, rice, flour, jello, or pepper.

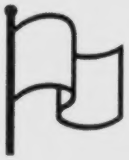
1. Fill 5 glasses of water.
2. Put an ingredient in each glass.
3. Watch to see if it changes.

MONEY VALUES - *Money*

1. Place some coins and bills on a table.
2. Ask your child to name each coin and bill and to tell its value. (Example: dime = 10 cents)
3. Place some money in a group and have your child tell the group value. (Example: dime, nickel, 2 pennies = 17 cents)
4. Use student activity sheet of money cut-outs, if real money is not available.
5. Do often using pennies, nickels, dimes, quarters, half dollars, and bills.
6. Store money cut-outs in envelope or baggie for future use.

✏ Student Activity Sheet (pp. 24-26)

PARENT TIP SHEET



MATH VOCABULARY

Add - to combine (2 columns of figures for example) to form a sum (+)
Area - the amount of surface within a given boundary.
Centimeter - a unit of length equal to 1/100 of a meter or 0.3937 inch.
Cone - a solid, pointed object that has a flat round base.
Congruent - coinciding exactly when superimposed (congruent triangles).
Divide - to show how many times one number contains another number; to perform the mathematical operation of division (÷).
Estimate - to calculate approximately the amount of.
Equal to - being the same or identical to in value (3 = 3); mathematical equivalence.
Foot - a unit of length in the U.S. Customary System equal to 1/3 yard or 12 inches (1').
Fraction - a number that is one or more of the equal parts of a whole. A fraction shows the division of one number by a second number.
Greater Than - consisting of a larger number (9 > 5). This is the greater than sign >.
Inch - a unit of length in the U.S. Customary System equal to 1/12 of a foot or 2.54 centimeters.
Less Than - consisting of a smaller number (5 < 9). This is the less than sign <.
Meter - the fundamental unit of length, equivalent to 39.37 inches in the metric system.
Multiply - to increase the amount, number or degrees of; to perform multiplication (x).
Perimeter - the boundary of a figure or an area; the perimeter of a square is equal to four times the length of one side.
Rectangle - a parallelogram with a right angle.
Rounded - to express as a round number.
Sphere - a round body like a ball; all the points on the surface of a sphere are the same distance from its center.
Square - a rectangle having four equal sides.
Subtract - to take away from; deduct (-)
Symmetry - a balanced arrangement of parts on either side of a line or around a center.
Triangle - the plane figure formed by connecting three points not in a straight line by straight line segment; a three-sided polygon.
Yard - the fundamental unit of length in the U.S. Customary System equal to 0.9144 m (1 yd).

PARENT TIP SHEET

ADDITION TABLE

The shaded areas of the addition table indicate facts that are repeated. If your child learned that 1 + 2 = 3, he/she does not need to learn 2 + 1 = 3 because that fact is already known. The areas not shaded are the only ones your child needs to commit to memory. (Note: Zero is not included in the addition table. Help your child to understand that any number plus zero is that number. Example: 3 + 0 = 3, 4 + 0 = 4, 9 + 0 = 9.)

+	1	2	3	4	5	6	7	8	9
1	2	3	4	5	6	7	8	9	10
2	3	4	5	6	7	8	9	10	11
3	4	5	6	7	8	9	10	11	12
4	5	6	7	8	9	10	11	12	13
5	6	7	8	9	10	11	12	13	14
6	7	8	9	10	11	12	13	14	15
7	8	9	10	11	12	13	14	15	16
8	9	10	11	12	13	14	15	16	17
9	10	11	12	13	14	15	16	17	18

PARENT TIP SHEET

THE HIGH-UTILITY 500

Over the years, reasearchers have carefully tabulated the highest-utility words. Spelling instruction, with the goal of helping students become better spellers in their daily writing, must focus exclusively on these high-utility words.

The following list of words was compiled initially from the American Heritage Word Frequency Study (Carroll, Davies, Richman). These words were cross-checked with other respected studies (Gates, Horn, Rinsland, Greene, and Loomer, Harris, and Jacobson).

Very little difference is noted among these sources. In 1985 Milton Jacobson analyzed the compositions of over 22,000 students in Grades 2-12 to determine the validity of these and other word-frequency studies. The results of this intensive analysis indicated that students continue to use the same basic core of high-frequency words in their writing and that the minor differences in frequency placement of words on the various lists were insignificant.

THE FIRST 100

the, of, and, a, to, in, is, you, that, it, he, for, was, on, are, as, with, his, they, at, be, this, from, I, have, or, by, one, had, not, but, what, all, were, when, we, there, can, an, your, which, their, said, if, do, will, each, about, how, up, out, them, then, she, many, some, so, these, would, other, into, has, more, her, two, like, him, see, time, could, no, make, than, first, been, its, who, now, people, my, made, over, did, down, only, way, find, use, may, water, long, little, very, after, words, called, just, where, most, know

THE SECOND 100

get, through, back, much, go, good, new, write, our, me, man, too, any, day, same, right, look, think, also, around, another, came, come, work, three, must, because, does, part, even, place, well, such, here, take, why, help, put, different. away, again, off, went, old, number, great, tell, men, say, small, every, found, still, between, name, should, home, big, give, air, line, set, own, under, read, last, never, us, left, end, along, while, might, next, sound, below, saw, something, thought, both, few, those, always, share, large, often, together, asked, house, don't, world, going, want, school, important, until, form, food, keep, children

THE THIRD 100

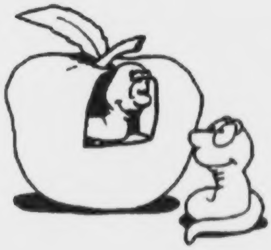
feet, land, side, without, boy, once, animals, life, enough, took, four, head, above, kind, began, almost, live, page, got, earth, need, far, hand, high, year, mother, light, country, father, let, night, picture, being, study, second, soon, story, since, white, ever, paper, hard, near, sentence, better, best, across, during, today, however, sure, knew, it's, try, told, young, sun, thing, whole, hear, example, heard, several, change, answer, room, sea, against, top, turned, learn, point, city, play, toward, five, himself, usually, money, seen, didn't, car, morning, I'm, body, upon, family, later, turn, move, face, door, cut, done, group, true, half, red, fish, plants

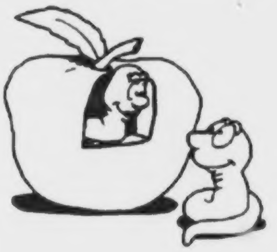
THE FOURTH 100

living, black, eat, United States, run, book, gave, order, open, ground, cold, really, table, remember, tree, course, front, American, space, inside, ago, sad, early, I'll, learned, brought, close, nothing, though, idea, before, lived, became, add, become, grow, draw, yet, less, wind, behind, cannot, letter, among, able, dog, shown, mean, English, rest, perhaps, certain, six, feel, fire, ready, green, yes, built, special, ran, full, town, complete, oh, person, hot, anything, hold, state, list, stood, hundred, ten, fast, felt, kept, notice, can't, strong, voice, probably, area, horse, matter, stand, box, start, that's, class, piece, surface, river, common, stop, am, talk, whether, fine

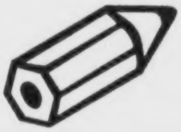
THE FIFTH 100

round, dark, past, ball, girl, road, blue, instead, either, held, already, warm, gone, finally, summer, understand, moon, animal, mind, outside, power, problem, longer, winter, deep, heavy, carefully, follow, beautiful, everyone, leave, everything, game, system, bring, watch, shall, dry, within, floor, ice, ship, themselves, begin, fact, third, quite, carry, distance, although, sat, possible, heart, real, simple, snow, rain, suddenly, leaves, easy, lay, size, wild, weather, miss, pattern, sky, walked, main, someone, center, field, stay, itself, boat, question, wide, least, tiny, hour, happened, foot, care, low, else, gold, build, glass, rock, tall, alone, bottom, walk, check, fall, poor, map, friend, language, job





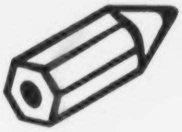
STUDENT ACTIVITY SHEET



Memorize Your Addition Facts

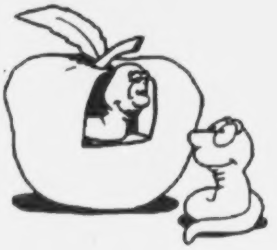
3 +1	2 +2	5 +1	3 +4	2 +6
7 +3	2 +3	8 +1	3 +6	1 +4
6 +0	2 +8	5 +3	4 +4	7 +1
5 +5	4 +6	6 +1	0 +8	2 +4
3 +3	2 +5	9 +1	2 +7	5 +4

STUDENT ACTIVITY SHEET



Memorize Your Addition Facts

7 +6	9 +6	8 +5	9 +9	6 +8
5 +9	8 +6	8 +8	7 +8	9 +7
5 +8	9 +8	9 +5	6 +7	7 +5
7 +9	7 +7	4 +9	3 +8	6 +9
8 +9	9 +4	9 +3	8 +7	4 +8



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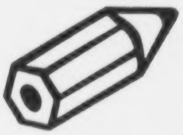
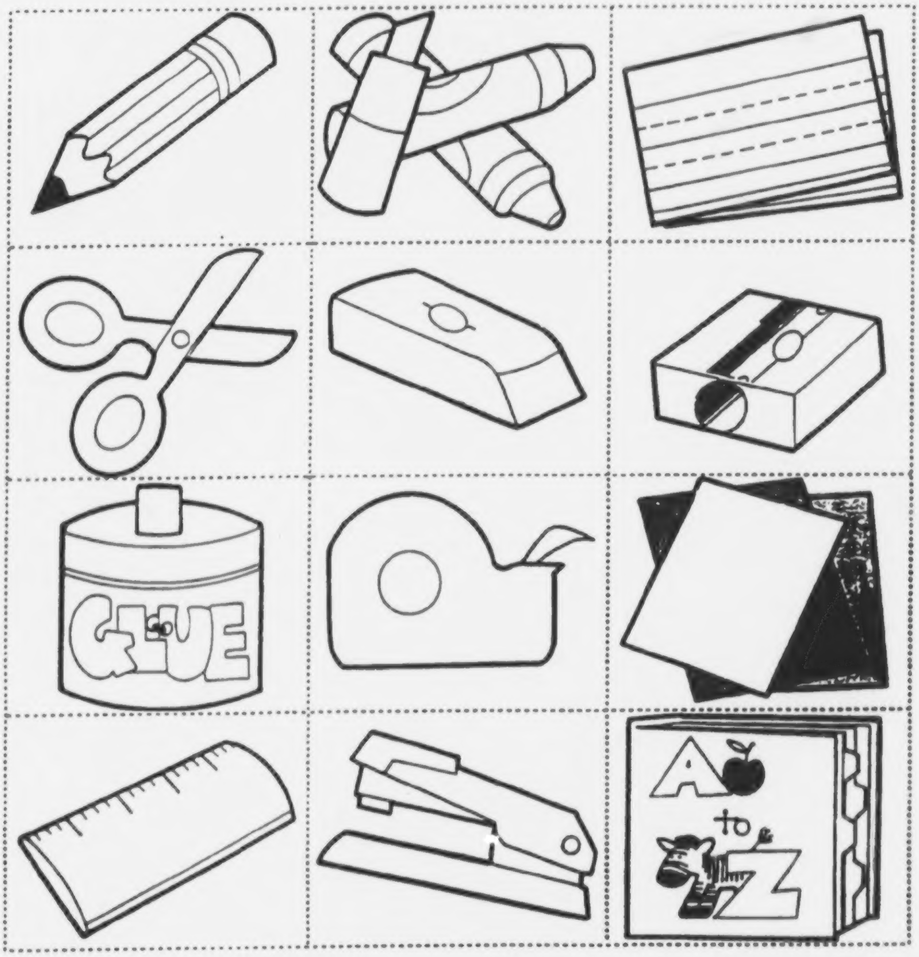
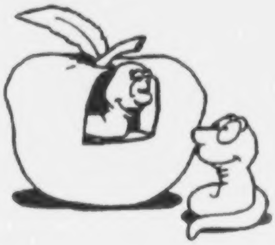


Homework Survival Kit Cut-Outs

Do this worksheet with a parent.

1. You will need all these items when you do your activities.
2. Color each picture as you place the supply in your container.





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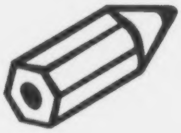
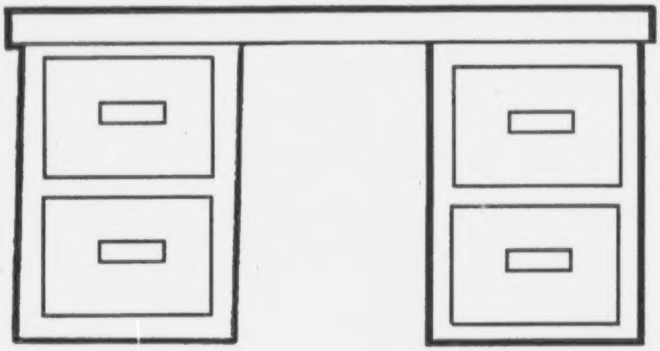
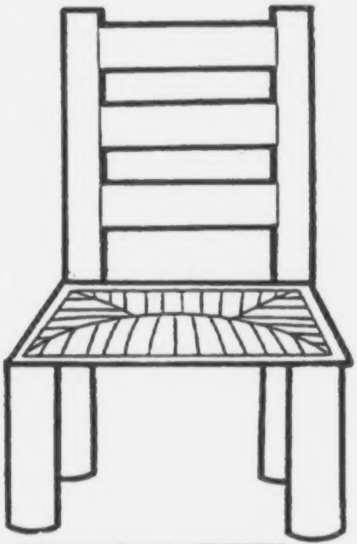


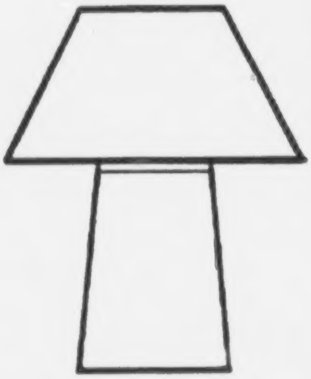
Study Area Cut-Outs

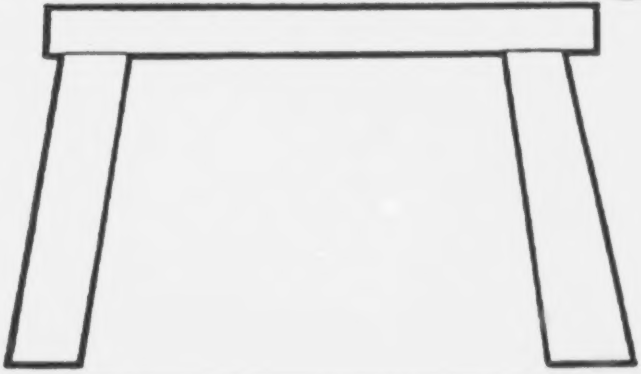
Do this worksheet with a parent.

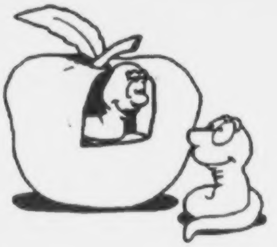
1. Choose a study area for yourself at home.
2. Color and cut out the pictures below of the things that are in your own study area.
3. Paste these pictures on a piece of paper.











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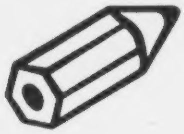
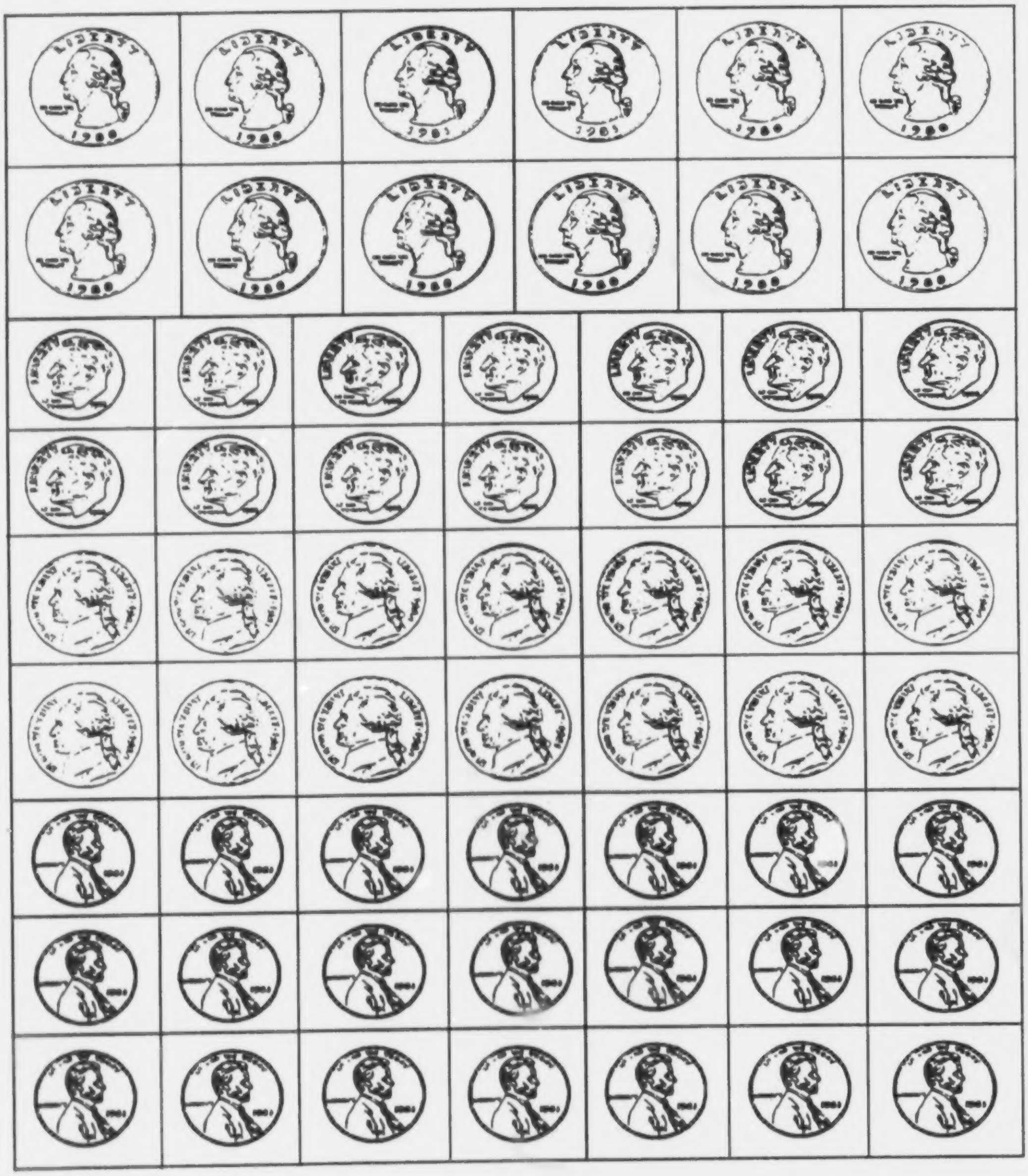
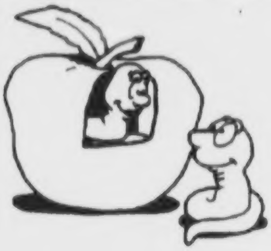


Play Money





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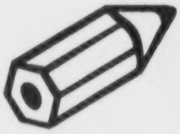
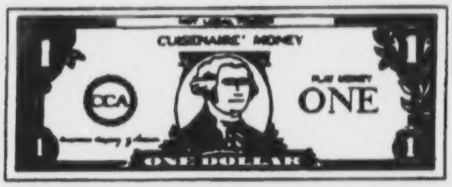
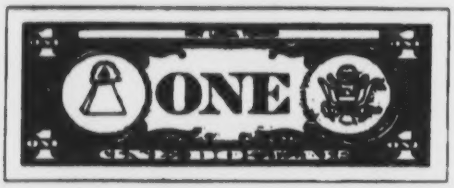
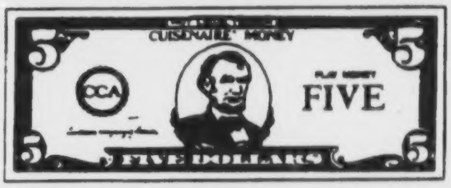
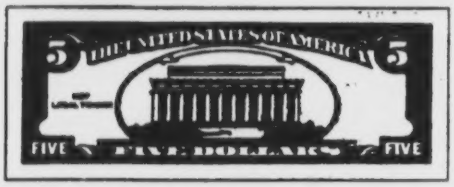


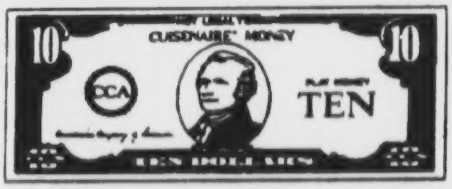
Play Money

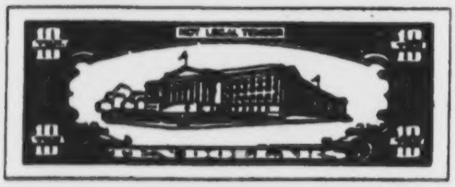


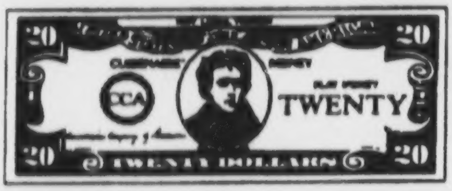


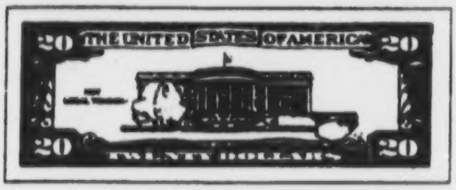


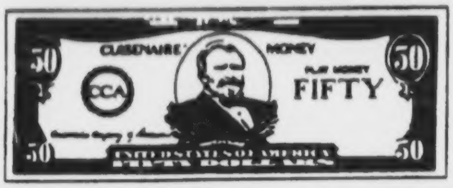

THE UNITED STATES OF AMERICA
FIVE
FIVE DOLLARS
FIVE

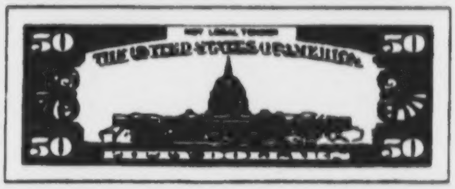


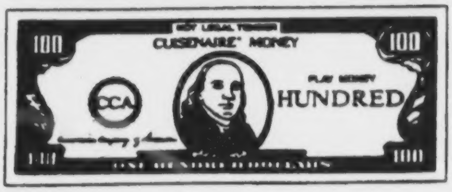


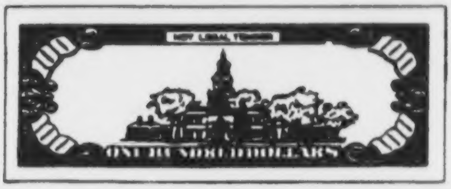



THE UNITED STATES OF AMERICA
TWENTY DOLLARS

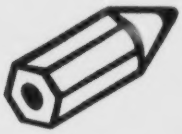




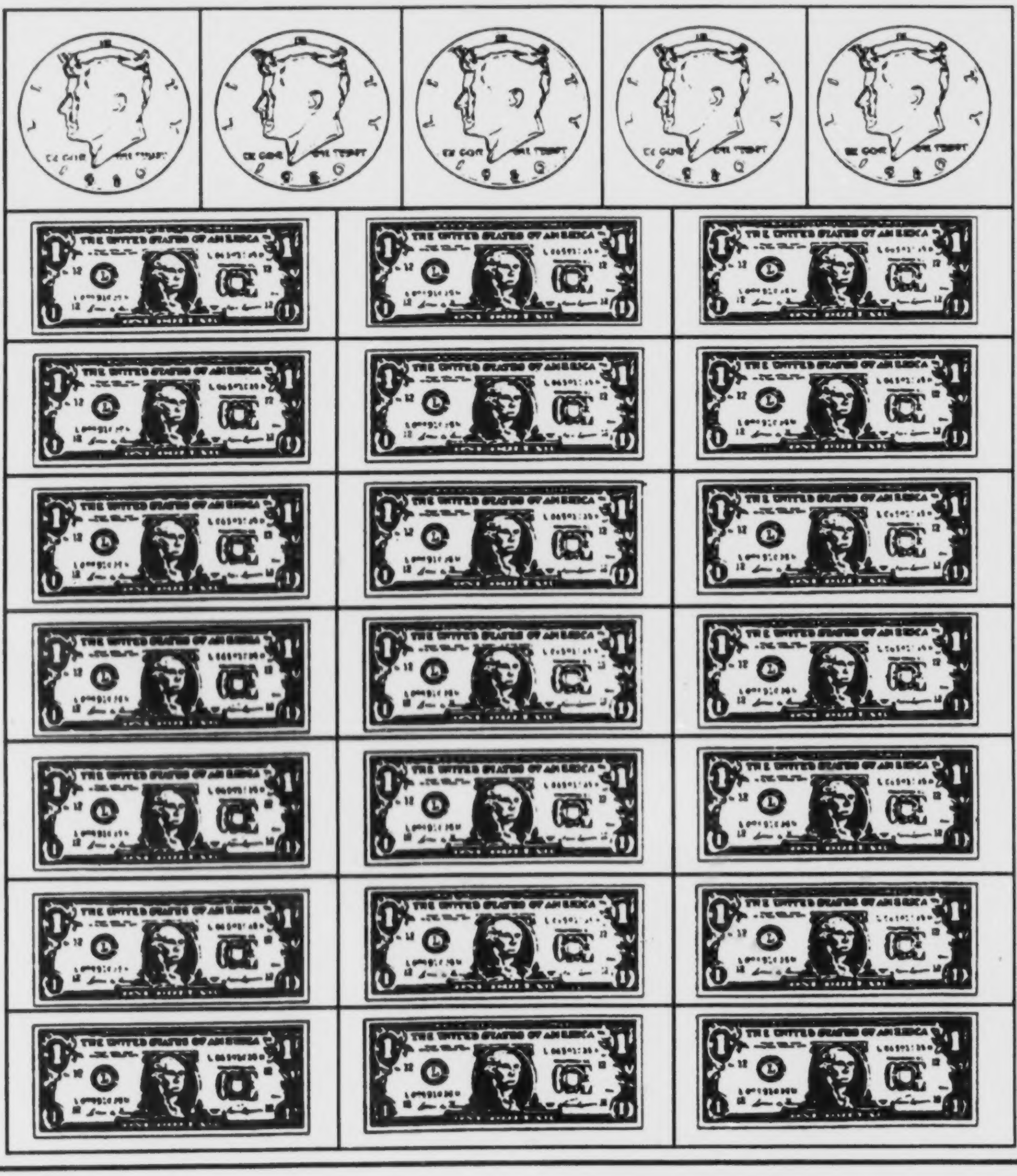




STUDENT ACTIVITY SHEET



Play Money



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SEPTEMBER CHECKLIST

		Check if Completed
Warm-Ups	*Identification Page*	______
	Flash Card Fun	______
	Homework Survival Kit	______
Exercises	*Word Search*	______
	Safety	______
	Following Rules	______
Extensions	*My Journal*	______
	Using Water	______
	Money Values	______

COMMENTS: ______________________________

____

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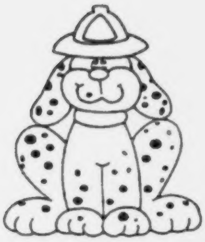
Parent Signature ______________________

Student Signature ______________________

Date ______________________

OCTOBER WARM-UP



DRESS FOR THE WEATHER - *Life Skills, Weather, Seasons*

1. Make a list of clothes you might wear in the summer.
2. Make a list of clothes you might wear in the winter.
3. Compare your lists. Discuss why they are different.
4. Draw a picture of yourself dressed for your favorite kind of weather.

FEEL HOW A WORD IS SPELLED - *Spelling*

1. Use your child's spelling words.
2. Place things such as salt, cornmeal, sand, rice, shaving cream, uncooked tapioca, etc., in a flat pan or container.
3. Ask your child to write the words in the pan using a finger.
4. Have your child spell the word out loud after they have written the word.
5. Also have your child spell the word out loud while they are writing it.

⚐ Parent Tip Sheet (pg. 31)

SCRAMBLED WORDS - *Sentence Structure*

1. Make up a sentence.
2. Write each word of your sentence on a separate card.
3. Scramble the cards.
4. Ask your child to arrange them in order.
5. Make sure that your child understands that a sentence must make sense.

OCTOBER EXERCISES

MORE FLASH CARD FUN - *Subtraction Facts*

1. Cut out the two pages of subtraction facts and make your own set of flash cards.
2. Write the differences lightly in pencil on the back of each card so that you can use your cards to check your progress.
3. Put your set of subtraction flash cards in an envelope or baggie.
4. Store your flashcards in your activity container and practice often!

⚐ Parent Tip Sheet (pg. 32)

✎ Student Activity Sheets (pp. 33-34)

FAMILY NIGHT - *Family*

1. Spend 30 minutes doing a selected family activity.
2. Allow your child to select a game, book, puzzle, or short trip to do together.
3. Have fun!

"ME" BOARD - *Self-Concept*

1. Find as many things as you can that tell about you: photographs of you now and when you were a baby; pictures of your favorite food, your favorite color, your favorite activity, your favorite book, etc.
2. Glue your pictures on a posterboard or other piece of heavy paper, and display!
3. Try to memorize the poem below:

I'm Glad I'm Me

No one looks
The way I do.
I have noticed
That it's true;
No one walks
The way I walk.
No one talks
The way I talk.
No one plays
The way I play.
No one says
The things I say.
I am special.
I am me.
There's no one
I'd rather be than ME!

- by Ruth Dana Pedersen

OCTOBER EXTENSIONS

CALENDAR CAPERS - *Skip Counting, Subtraction Facts, Calendar, Addition Facts*

1. Take an old page from a calendar and cut out the "boxes" with the numbers on them. Write 0 in an empty box.
2. Connect the "boxes" together using tape to make a straight line of numbers from 0-30.
3. This is a number line.
4. Use the number line to help you learn your addition and subtraction facts to 18.
   Sample: 2 + 3 = ?. Put your finger on 2, hop 3 boxes to the right, and you will land on 5.
   6 - 2 = ? Put your finger on 6, hop 2 boxes to the left, and you will land on 4.
5. Starting with 0, color every other box. (2, 4, 6, etc.) These are even numbers. The uncolored boxes are the odd numbers (1, 3, 5, etc.)
6. Next, use your number line to skip count by 2's. You can begin counting with an even number or an odd number. See if you can skip count all the way to 100!

CHALLENGE: Try skip counting to 100 by three's and then by four's.

MAP SKILLS - *Maps*

1. Hang a large map of the United States.
2. Collect photos of places in our country from newspapers, magazines, calendars, postcards, etc. to hang around the map.
3. Using yarn connect each photo with its location.

WORD WHEEL - *Writing Process, Vocabulary*

1. In the center of a piece of paper, cut out the shape of a wheel.
2. Write a word which is over-used in children's writing (pretty, said, but, and, ate, went, etc.)
3. Draw spokes radiating from the chosen word.
4. Ask your child to fill the spokes of the wheel with alternate ways to say the word. You may wish to help your child by thinking of some new words.
5. Keep this word wheel along with others made throughout the school year in your home activities container.
6. Whenever your child is asked to complete a writing activity, these word wheels will become a thesaurus.

PARENT TIP SHEET

SPELLING RULES

Very few spelling rules, or generalizations, are productive to teach. For a rule to be valid, it must apply to a large number of words that have few exceptions. The following are rules that meet this criteria.

SUFFIXES

Double the Final Consonant

Double the final consonant before adding a suffix that begins with the vowel to a word that ends with a single vowel-consonant (get/getting).

Double the final consonant before adding a suffix that begins with a vowel to a word that is accented on the final syllable and ends with a single vowel-consonant. (permit/permitted).

Words Ending in Silent e

Drop the final e before adding a suffix that begins with a vowel (have/having).

Keep the final e when adding a suffix that begins with a consonant (late/lately).

Words Ending in y

Change the y to an i when adding a suffix to words that end in the consonant-y unless the suffix begins with i (try/tried).

Do not change the y to i when adding a suffix to words that end in the vowel sound of y (long e, long i) (play/played).

PLURALS

Add -s to most nouns to form plurals (friend/friends).

Add -es to nouns ending with s, ss, sh, ch, or x. (box/boxes, class/classes).

Change the y to i and add -es to nouns ending in consonant-y (country/countries).

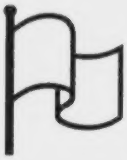
Add -s to nouns ending with vowel-y (key/keys).

Change the f or fe to v and add -es to some nouns ending in f or fe (half/halves, knife/knifes).

Some nouns change their spelling to make the plural (foot/feet).

Some nouns are spelled the same for both singular and plural (sheep/sheep).

PARENT TIP SHEET

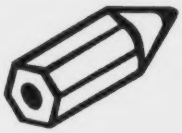


SUBTRACTION FACTS

If your child knows the addition facts, the subtraction facts will also be known because subtraction is the reverse of addition. For instance, if one knows that 4 + 5 = 9, then one knows that 9 - 5 = 4 and 9 - 4 = 5. Have your child practice the subtraction facts by using the following problems. If your child has difficulty with these subtraction facts, continue studying the addition table until it is mastered.

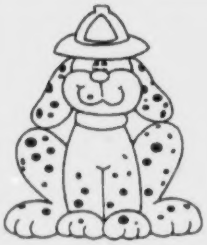
1. 5 - 3 =
2. 9 - 2 =
3. 8 - 3 =
4. 8 - 4 =
5. 4 - 4 =
6. 9 - 6 =
7. 4 - 3 =
8. 8 - 1 =
9. 6 - 2 =
10. 8 - 6 =
11. 5 - 4 =
12. 9 - 3 =
13. 3 - 2 =
14. 8 - 2 =
15. 6 - 1 =
16. 7 - 2 =
17. 3 - 1 =
18. 7 - 1 =
19. 2 - 1 =
20. 7 - 4 =
21. 6 - 0 =
22. 7 - 3 =
23. 8 - 5 =
24. 3 - 3 =
25. 11 - 6 =
26. 15 - 9 =
27. 17 - 8 =
28. 12 - 4 =
29. 10 - 3 =
30. 13 - 7 =
31. 14 - 5 =
32. 16 - 2 =

STUDENT ACTIVITY SHEET

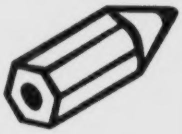


Memorize Your Subtraction Facts

13 -9	14 -7	17 -9	12 -9	15 -9	11 -7
11 -6	12 -8	11 -9	12 -6	11 -4	11 -2
11 -3	16 -7	13 -8	18 -9	14 -6	13 -5
13 -7	12 -3	15 -8	14 -8	12 -7	11 -8
14 -5	17 -8	13 -4	15 -7	16 -9	12 -5
11 -5	15 -6	16 -8	12 -4	14 -9	13 -6



STUDENT ACTIVITY SHEET



Memorize Your Subtraction Facts

8 -2	10 -1	7 -4	9 -2	8 -8	10 -6
9 -3	6 -2	5 -3	10 -2	9 -8	6 -5
6 -3	10 -3	9 -1	8 -3	9 -4	7 -2
5 -4	9 -5	10 -4	7 -3	8 -5	6 -4
7 -5	10 -7	8 -6	9 -0	8 -4	10 -5
10 -8	9 -7	8 -7	10 -9	7 -6	9 -6

cut here

OCTOBER CHECKLIST

		Check if Completed
Warm-Ups	*Dress for the Weather*	______
	Feel How a Word is Spelled	______
	Scrambled Words	______
Exercises	*More Flash Card Fun*	______
	Family Night	______
	"Me" Board	______
Extensions	*Calender Capers*	______
	Map Skills	______
	Word Wheel	______

COMMENTS: ____

____

____

Parent Signature ______________________________

Student Signature ______________________________

Date ______________________________

NOVEMBER
WARM-UP

POISONS - *Safety*

1. With an adult, locate and list items in your home that are safe.
2. Locate and list the items that are harmful or poisonous.
3. Find the poison or danger sign on the product, if printed on label.

☠ = Poison

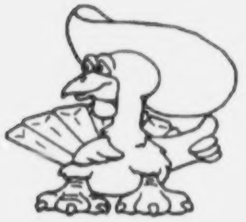
4. Discuss why each one is safe or harmful.
5. Draw a picture of the poison sign.
6. Discuss what to do if someone comes in contact with a poison (swallowed, splashed into an eye, etc.) Poison Control Hotline 1-800-362-9922 (available 24 hours a day).

COMIC STRIP IN ORDER - *Sequencing*

1. Cut a simple comic strip into individual frames.
2. Mix up the pictures.
3. Have your child rearrange them so that they are in the right order. (Do not use series comic strips such as Spider Man or Dick Tracy. Good ones to use are Peanuts, Ziggy, and Hi & Lois.)

PUT YOUR KITCHEN IN ABC ORDER - *A.B.C. Order*

Have your child line up spice jars or herb jars in alphabetical order in your cupboard or spice rack. This will help everyone in the house find the spice they need quickly.



NOVEMBER EXERCISES

ABC ORDER - *A.B.C. Order*

1. Use magazines, newspapers, or catalogs to cut out large-sized letters A through Z.
2. Paste the letters in ABC order on a piece of paper.
3. Cut out words that begin with each letter.
4. Glue these words in ABC order below the alphabet letters.

SHORT VOWEL BINGO - *Short Vowels*

1. Make a "bingo" card with a vowel printed in each square (a, e, i, o, u).
2. A "bingo" card has five columns across and five columns down with a free space in the middle.
3. Read a short vowel word to your child. Use the words from the sight word parent tip sheets. (These can also be long vowel words).
4. When the child decides which short vowel they have heard they cover a square with a marker (bean, penny, button, etc.)
5. When a line of squares is covered, the child calls "Bingo".

⚐ Parent Tip Sheets (pp. 39-41)

CALENDAR MAGIC - LEARNING TO BE ORGANIZED - *Calendar, Organizational Skills*

1. Help your child make a calendar for the month.
2. Mark the calendar with all family and school activities for the month.
3. Be sure the time and date is marked for each activity.

NOVEMBER EXTENSIONS

PERSONAL TELEPHONE BOOK - ***Organizational Skills, Life Skills, A.B.C. Order***

1. Choose eight friends or relatives.
2. Look up the telephone number for each.
3. List each name and phone number on a separate piece of paper.
4. Alphabetize these by last name.
5. Make a cover for your telephone book.
6. Staple the pages of the book together.

PAPER CUP COUNTING - ***Skip Counting, Place Value, Estimation***

1. You will need paper cups and objects such as beans, buttons, cereal, macaroni, pebbles, or nuts.
2. Take a spoonful of your objects.
3. Estimate how many you have and write down your guess.
4. Next put your objects in groups of 10.
5. Put each group or set of 10 into a paper cup. If you have any left over objects (less than 10) leave them loose. They are the "ones".
6. Tell how many objects you have by counting by tens (each cup has ten objects in it) and ones (the loose objects). Sample: 3 cups and 2 extra objects = 10, 20, 30, 31, 32.
7. How close was your estimate?
8. There is another way of saying 32. It is 3 tens and 2 ones.
9. Do this activity using 2, 3, and 4 spoonfuls. Remember to say your number in tens and ones after you have counted your objects.

WRITE A LETTER - ***Process Writing, Friendly Letter***

1. With your child go to a discount store and purchase stationery or have your child design stationery at home.
2. Decide who will receive a letter.
3. Write the letter.
4. Check to make sure the letter inclues the following: 1) heading, 2) greeting, 3) body, 4) closing, and 5) signature.
5. Fold the letter.
6. Place it in an envelope
7. Address it correctly, place stamp on it, and mail it!

PARENT
TIP
SHEET

FOR PHONICS

There are 26 letters in the alphabet. 21 letters are called consonants. 5 letters (***a, e, i, o, u***) are called vowels.

Every word in our langauge has at least one vowel sound.

Every syllable in a word will have a vowel SOUND. A syllable is a word part. Elephant has 3 vowel sounds therefore it has 3 syllables. El-e-phant.

Vowels usually make a long sound or a short sound. When a vowel is long, it says its own letter name. For example: long ***a*** makes the sound you hear in cake, baby, and raid.

When 2 vowels are beside each other in a word (boat), the first vowel is usually long, and the second one says nothing. Examples: coat, eagle, bait, suit.

When a word ends in ***e*** and has one other vowel, the other vowel is usually long. For example: lake, cake, mole, mete, bite, cube.

When a word (or syllable) has only one vowel, and it comes at the end of the word, it is usually long. Examples: he, go, we, hi, si/lent, to/tal, re/ward.

Short vowels make the sounds you hear in the following words: short ***a*** = apple; short ***e*** = elephant; short ***i*** = pig; short ***o*** = ostrich; short ***u*** = cup

When you see the pattern of a consonant, then a vowel, then another consonant in a word, the vowel is usually short. Example: cup, mud, ship, clock, rat, cap, best, let.

If a word has only one vowel and it comes at the beginning of a word, it is usually short. Examples: an, egg, in, odd, us, at

A consonant blend is two or more consonants in a row sounded together so that each consonant can be heard: bl, tr, sw, spr, st, sp, fr, fl, nt, mp, lk, etc.

Continued on next page . . .

PHONICS (continued)

A consonant digraph is 2 or more consonants that are side by side that when sounded together form a new sound: ch, sh, wh, th, ph, kn, wr, gh, ck, etc.

A diphthong is two vowels side by side that are blended together to make a new sound such as in: toy, boil, sound, knew.

A compound word is two whole words put together such as: doghouse, snowball, fireman, flagpole.

Antonyms are words that have opposite meanings like: up and down, salt and pepper, in and out, etc.

Synonyms are words that have the same meaning or almost the same meaning. For example: bright and shiny, black and ebony, tall and high.

Homonyms or homophones are words that sound exactly alike but mean different things and are spelled differently: rain/reign, in/inn, hi/high, and to/too/two.

A base word is the word you start with before you add a prefix or a suffix. A base word can also be called a root word. Ex: remake/the base word is make; beautifully/the base word is beautiful.

A prefix is a word beginning such as: re-, de-, pre-, uni-, etc.

A suffix is a word ending such as: -ly, -tion, -able, -er, -ed, -ing.

To add a suffix to a base word:
- when a short vowel word ends in a single consonant, usually double the consonant before adding a suffix that begins with a vowel -- running, hammer, matter
- when a word ends in silent e, drop the e before adding a suffix that begins with a vowel -- taped, latest, baking.
- when a word ends in y with a consonant before the y, change the *y* to an *i* before adding a suffix other than ing -- bunnies, happily, tried.

Y at the end of a word usually has the long *i* or long *e* sound. When *y* is at the end of a one syllable word, it has the long sound of *i*. (fry, shy, try). When *y* is at the end of a two or more syllable word, it usually has the sound of long *e*. (pretty, lady, funny).

Continued on next page. . .

PHONICS (continued)

Soft c and g rule: when c or g is followed by *e*, *i*, or *y*, it is usually soft--city, change, ice.

When c precedes e, i, or y, the sound of c is usually soft (as S); in other cases, it is usually hard (as K). (Examples: city, cent, cedar, cyclone, cigar).

When g precedes e, i, or y, the sound of g is usually soft (as j); in other cases, it is usually hard (as g). (Examples: gem, gypsy, giraffe, gym, engine)

Singular means one of something like: cat, dog, shoe
Plural means two or more of something like: cats, dogs, shoes

When short words end in a consonant followed by e, usually the e is silent and the preceeding vowel is long. (Examples: gate, pole, use, like, pale)

When two vowels come together in a word of syllable, usually the first is long and the second is silent. (Examples: nail, grain, clean, goat, beat).

If the only vowel letter is at the end of a word or syllable, the letter usually stands for a long sound. (Examples: cry, he, fly, go, me).

The sound of a single vowel letter in a word or syllable ending in a consonant is usually short. (Examples: hit, met, at, bag, red)

When a single vowel letter in a word or accented syllable is followed by the letter r, the r usually controls the vowel sound. (Examples: birth, first, her, fur).

When a is followed by l, w, or u, the sound of a is usually neither long nor short and usually takes the sound of au in haul. (Examples: also, auto, crawl, call, author).

When two consonants come between two vowels in a word, the syllable division usually comes between the two consonants (Examples: per/haps let/ter)

When one consonant comes between two vowels in a word, the syllable division usually comes before the consonant. (Examples: va/cant stu/dent)

When the last three letters of a word are a consonant followed by le, usually the final syllable consists of the consonant and the le. (Examples: ma/ple a/ble)
Exception to the above: The "pickle" family of words: pick/le

END

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NOVEMBER CHECKLIST

		Check if Completed
Warm-Ups	*Poisons*	____
	Comic Strip in Order	____
	Put Your Kitchen in ABC Order	____
Exercises	*ABC Order*	____
	Short Vowel Bingo	____
	Calendar Magic-Learning to be Organized	____
Extensions	*Personal Telephone Book*	____
	Paper Cup Counting	____
	Write a Letter	____

COMMENTS: ______________________________

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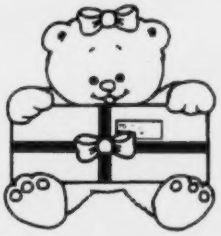
Parent Signature ______________________________

Student Signature ______________________________

Date ______________________________

DECEMBER WARM-UP



MR. OR MRS. NEAT - *Organizational Skills, Life Skills*

1. Encourage your child to keep his or her bedroom neat and clean.
2. Make a chart for the days of the week.
3. On the chart include making the bed, picking up clothes, putting toys away, and keeping drawers and closet neat.
4. Give a sticker for each job completed daily.
5. At the end of the month, give a reward for a chart full of stickers.

HEART TO HEART - *Health*

Use a buddy for this activity. One person is the DOER. One is person is the COUNTER.

1. DOER: Sit in a chair for 1 minute. COUNTER: Count how many times the DOER breathes in that minute.
2. Write down the results.
3. DOER: Jump in place for one minute.
4. DOER: Sit back down for 1 minute. COUNTER: Count how many times the DOER breathes in that minute.
5. Compare the results. How did your breathing change? Why?

SPELL AND EAT - *Spelling*

1. Use your child's spelling words.
2. Use dough (ready-made from the grocery store can be used) to make the letters in the words.
3. Have your child make the letters in the words from the dough.
4. Bake the dough, and your child can "eat his words".

*Your child can also make the words out of baker's clay. You can bake the words, but they **CANNOT** be eaten. See parent tip sheet in this booklet.

🏳 Parent Tip Sheets (pp. 46-49)

DECEMBER EXERCISES

THE BEST BUY - *Life Skills, Money*

1. Provide your child with jobs for which he may earn spending money.
2. Help your child count his money and save it for something special.
3. Take your child shopping and allow your child to spend some of the money.
4. Encourage your child to check several stores for the best price.

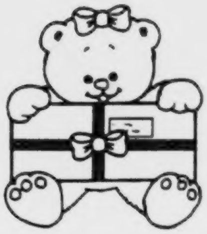
VOWEL CUP GAME - *Short/Long Vowels*

1. Have your child decorate 5 paper cups and label each one with a different vowel. They will have one "a" cup, one "e" cup, one "i" cup, one "o" cup and one "u" cup.
2. Cut out short or long vowel words or pictures from any available materials or write words on slips of paper.
3. Have your child place the words or pictures in the correct cup to correspond with the vowel sound.
4. Possible long vowel words could be cake, lake, bee, tree, bike, light, bone, pole, unicorn, mule.
5. Possible short vowel words could be rat, apple, bed, egg, in, igloo, top, clock, cup, mud.

SHADOWS - *Science*

Use a buddy for this activity. One is the DOER and one is the TRACER.

1. DOER: Put your hand under a light (a lamp or flashlight) to make a shadow.
2. TRACER: Trace the shadow of your hand onto a piece of paper.
3. Turn your shadow into a picture of an animal or make it into a card.



DECEMBER EXTENSION

HEADLINE HUNT - *Main Idea*

1. Cut out several newspaper articles.
2. Cut off the headlines.
3. Place the articles and the headlines in an envelope.
4. Have your child read the articles and match them with the correct headline.
5. This can also be done with cartoon characters by matching them to the proper caption.

TELEPHONE TALLY - *Animals, Addition Facts*

1. Make a list of 10 animals.
2. Find the value of each letter in the animal words by using the letters and numbers on your telephone.
3. Add up the value of each animal word. Example: turtle = 8 + 8 + 7 + 8 + 5 + 3 = 39

CHALLENGE: Make different animal lists based on their habitats such as desert, forest, or ocean. You could make a list of endangered animals.

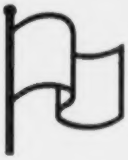
CREATE A BOOK - *Writing*

1. After reading a book together, create a new book to send to that author.
2. Your child may decide to rewrite the book as a picture book.
3. Illustrate using whatever medium is available, such as paints, markers, crayons, etc.

OR

4. Your child may choose to take a character and rewrite the story from another point of view.
5. Have your child place the newly created book in a large envelope, address it correctly to the author's publishing company, and mail it!
6. Have fun!

PARENT TIP SHEET



Recipes

Kool Aid Play Dough

1 C. boiling water
1 C. flour
½ C. salt
3 T. vegetable oil
1 pkg. Kool Aid

Mix flour, salt, vegetable oil, and Kool Aid together. Add 1 cup boiling water and stir. Let cool and knead. Lasts a long time.

Cinnamon Dough

½ C. flour
¼ C. salt
T. cinnamon
t. allspice
C. water

Mix together. If too moist, add a little flour. Bake at a low oven temperature or air dry.

Sand Sculpture Dough

Mix:
2 C. sand
1 C. water
1 C. cornstarch

Heat and stir until the mixture gets thick. When the mixture is cool, you can mold this dough into interesting shapes. Let air dry.

Rock Candy

8 ounces of sugar
4 ounces of water

Mix and let stand for a few days. You will have sugar crystals or "Rock" candy.

PARENT TIP SHEET

More Recipes

Edible Jello Aquarium

1 pkg. (4 serving size) of JELL-O Brand Berry Blue Flavor Gelatin
¾ C. boiling water
½ C. cold water, ice cubes
Gummy Fish candy

Dissolve gelatin completely in boiling water. Combine cold water and ice cubes to make 1¼ cups ice and water. Add to gelatin, stirring until slightly thickened. Remove any unmelted ice. (If mixture is still thin, refrigerate until slightly thickened.) Pour thickened jello into 4 dessert dishes. Place gummy fish in gelatin. Refrigerate until set, about 1 hour. Preparation time: 20 minutes. Makes 4 servings.

Playdough

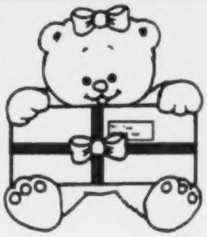
4 cups flour
1 ½ cups water
1 cup salt

Mix with your hands. If you want to give the dough color, just add food coloring to the water before you mix all of the ingredients. Knead the dough and roll out. You can bake your items at 350° for one hour, or let them air dry.

Kitchen Clay

Combine in saucepan:
4 cups baking soda
2 cups cornstarch
2 ½ cups water

Warm over moderate heat, stirring constantly. When thickened, let cool. Knead for 2-3 minutes until smooth. Always cover with damp cloth to keep soft or seal in a plastic bag. Food coloring may be added when kneading if desired.



PARENT TIP SHEET

More Recipes

Coal Plants

Combine the following:

6 T. of salt
6 T. of laundry bluing
1 T. household amonia (nonsudsing)
6 T. water

Mix and pour over a small chunk of coal or a charcoal briquette placed in a glass dish. Put a few drops of mecurochrome and food coloring on top. In a few days colored crystals will begin to grow. They're fragile so avoid moving the dish.

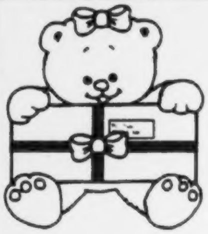
Real Dog Biscuits

2 ½ cup whole wheat flour
½ cup non-fat dry milk - powdered
1 t. each of sugar and salt
6 tablespoons of margarine
1 egg

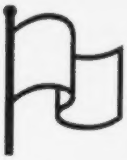
Mix ingredients with about ½ cup of cold water. Knead for 3 minutes. Dough should form a ball. Roll to ½" thick and cut into dog bones. Bake on a lightly greased cookie sheet for 30 minutes at 350°. Interesting variation: add 3 tablespoons of liver powder or powdered chicken or beef bouillon or dried soup greens, or dried soup mix.

Fossilized Dinosaur Eggs

1. Hard boil eggs.
2. Soak the hard boiled eggs in white vinegar for 48 or more hours in a place that gets plenty of air. The vinegar will soften the calcium in the eggshells.
3. Put the eggs in water and gently remove the remains of the calcium. Don't remove the membrane surrounding the egg. This is what a real dinosaur egg might have felt like!
4. Let the eggs dry for a few days. Soon the shells will get lots of crinkles in them and begin to get hard -- just like dinosaur egg fossils.



PARENT TIP SHEET



More Recipes

Silly Putty

1 cup glue
½ cup liquid starch
food coloring

Mix glue, liquid starch, and food coloring together. Add additional liquid starch if sticky.

Goop

½ cup cornstarch
½ cup water
food coloring OR tempra paint

Mix cornstarch with water, and optional color. Pour mixture onto a tray or make in a large tub.

Bubble Recipe

½ gallon water
½ cup Joy or Dawn dishwashing liquid
¼ cup glycerine or Kayro syrup.

Mix ingredients together. Solution gets better with age. The longer it sits, the stronger the bubbles.

Rainbow Stew

1 cup cornstarch
4 cups cold water
1/3 cup sugar
red, yellow, and blue food coloring

Mix sugar, cornstarch, and cold water together. Heat until the mixture begins to thicken stirring constantly. Cool mixture. Divide the mixture equally into 3 containers, and then add one color of food coloring per container. Put 3 heaping tablespoons of each color into a zip lock bag and seal with tape. Have the children knead their bag mixing the colors. Hang in front of a window to show them off. Refrigerate because mixture will get moldy.

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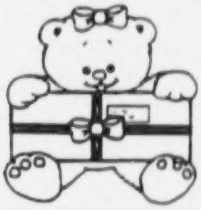
DECEMBER CHECKLIST



		Check if Completed
Warm-Ups	*Mr. or Mrs. Neat* *Heart to Heart* *Spell and Eat*	______ ______ ______
Exercises	*The Best Buy* *Vowel Cup Game* *Shadows*	______ ______ ______
Extensions	*Headline Hunt* *Telephone Tally* *Create a Book*	______ ______ ______

COMMENTS: ______________________________

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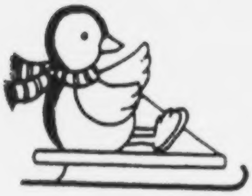
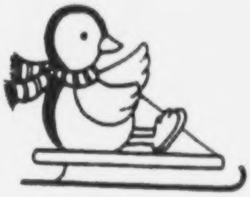
Parent Signature ______________________

Student Signature ______________________

Date ______________________



JANUARY WARM-UPS



GUESSING JAR - *Counting, Estimation*

1. Find a jar or container and fill it with some items such as: M & M's, nuts, bolts, or anything that will fit.
2. Have your child guess how many items are inside.
3. Count them together. You will be surprised how well your child will get at estimating the number the more this activity is done.

MAKE A STORY CHARACTER YOUR FRIEND - *Story Telling*

1. Choose a story character which you would like to have as a friend. Tell why you believe this character would make a good friend.
2. Name a story character that you have read about that you would not like to have for a friend. Tell why.

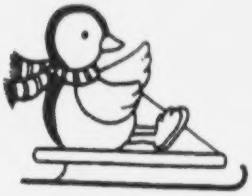
WHEN IS 2 WORTH 10? - *Telling Time*

1. You will need 2 paper plates, a paper fastener and the clock activity page.
2. Cut out the clock face and glue it on one paper plate. Glue the hands to your other paper plate. When the hands dry, cut them out on the dotted lines. Attach the hands to your clock with a paper fastener.
3. Use your minute hand only and point it to 12. Count by ones and go to 60 moving around the hand one mark at a time. Now try counting by 5's to 60 moving your minute hand and pointing to the dark marks by the numbers. (1 is 5 minutes, 2 is 10 minutes, and so on.)
4. Next use both hands and show many different times on your clock such as 3:20, 11:05, 9:50. Practice often!

CHALLENGE: Write a time diary of your day using complete sentences. Then use your clock to show these times. Sample: I get up at 7:06 in the morning. Next, I eat breakfast at 7:15 (etc.)

✏ Student Activity Sheet (pg. 54)

JANUARY EXERCISES



SOCK PUPPETS - PLAY - *Writing, Story Telling*

1. With your child, find a pair of tube socks and decorations (buttons, pieces of fabric, yarn, etc.) to make sock puppets. The whole family can become involved as either the participants or the audience.
2. Select a well-known story play - OR - visit your local library and checkout a book of puppet plays. Create your puppets as the characters in the story/play. Practice once or twice!
3. Look for a high-backed sofa or chair and hide behind as the puppets perform.

CHALLENGE: Your child can create a script. Remember to include the characters, setting, plot and ending.

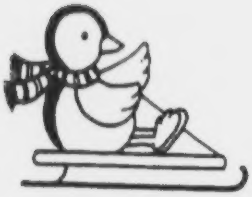
GRAHAM CRACKER FRACTIONS - *Fractions*

1. Give your child a graham cracker that can be divided.
2. Color frosting or cream cheese four different colors.
3. Have your child "paint" each fourth of the cracker with the colored frosting or cream cheese using a finger as a paint brush.
4. Ask your child "What part of the cracker is blue? red? yellow? etc. Write these fractions on paper.
5. Eat the cracker as a snack.

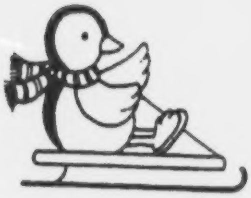
CHALLENGE: You may have your child "paint" two-fourths, or three-fourths the same color and ask them to tell you the fraction.

HAIR RAISING RESULTS - *Science*

1. Tie a string to 2 inflated balloons. Rub a balloon on your hair for about 15 seconds. Be sure to rub the whole balloon.
2. What happens to your hair? What happens when you bring the balloon back close to your hair?
3. Do the same for the second balloon.
4. Hold the ballons by the string so they hang down freely. Watch what happens.
5. Tell a story using your balloons as the characters.



JANUARY EXTENSIONS



PENNY GRAB - *Money, Place Value*

1. Make a place value board.
2. Take a handful of pennies or use your cut-out money.
3. Predict how many pennies you have and write down your estimate.
4. Count your pennies. How close was your prediction?
5. Now count your pennies again and each time you reach 10, put them in a stack of ten and put the stack on your place value board under the *longs* or tens place. Leave your "extra" pennies on your place value board under the units or ones place.
6. When you have finished, tell how many *longs* and *units* (tens and ones) you have on your place value board. Warning: If you grab a very large handful of pennies and see that you have 10 stacks in the *longs* or tens place, you will need to move your 10 stacks to the *flats* or hundreds place!

Student Activity Page (pg. 55)

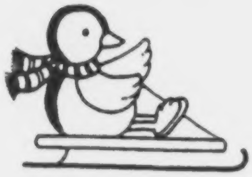
INVENT AND WRITE - *Creative Writing*

1. With your child think of something everybody could use, but nobody has - at least not at the present time. Have your child draw a picture of it, or better yet, collect some junk and create the invention.
2. Tell others what the invention does and how it works by writing an advertisement for it. Promote your invention and don't forget to mention the cost!

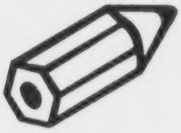
PERSONAL TIME LINE - *Self Concept, Time Sequencing*

1. Locate photos of memorable events in your child's life.
2. Make a simple time line on a long sheet of paper.
3. Your time line may look like this:

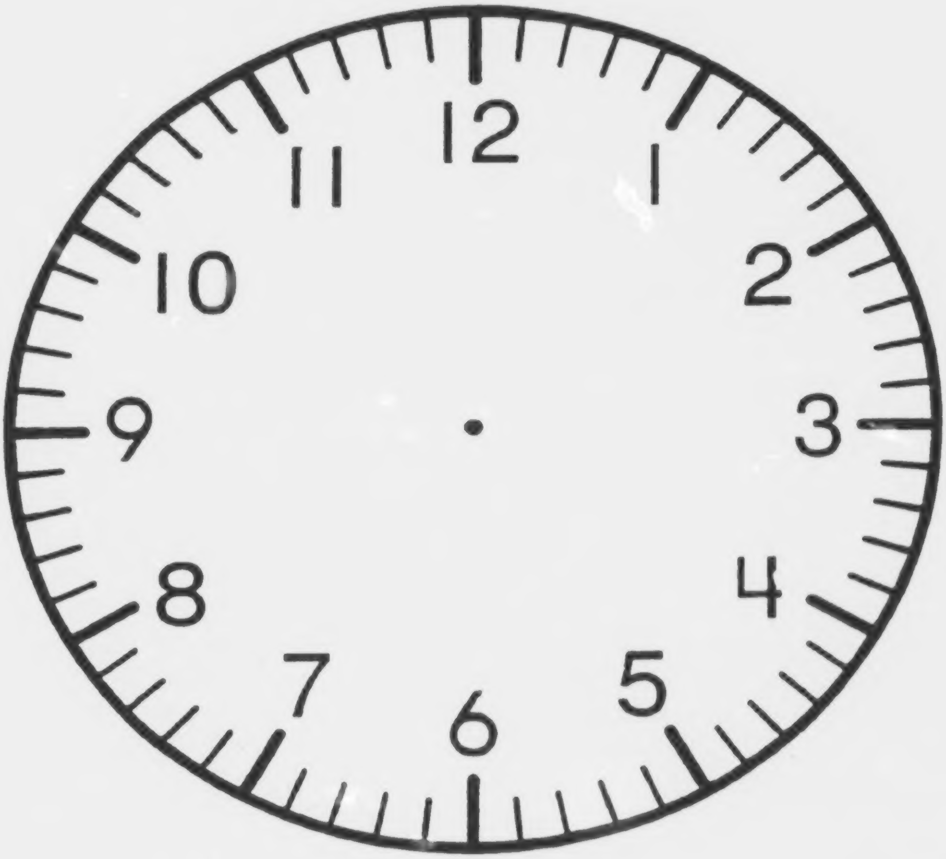
Oct. 14, 1984	Oct. 14, 1985	Jan. 23, 1986	April 10, 1989
I was born	My first birthday	I got a new brother	I rode my first bike



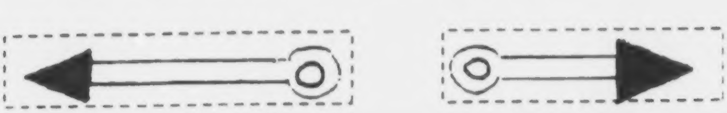
STUDENT ACTIVITY SHEET

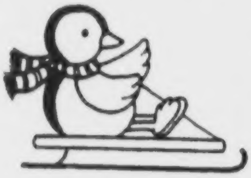


Clock

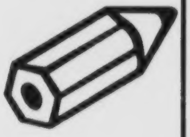


- Cut out the clock hands.
- Attach them to the clock with a paper fastener.



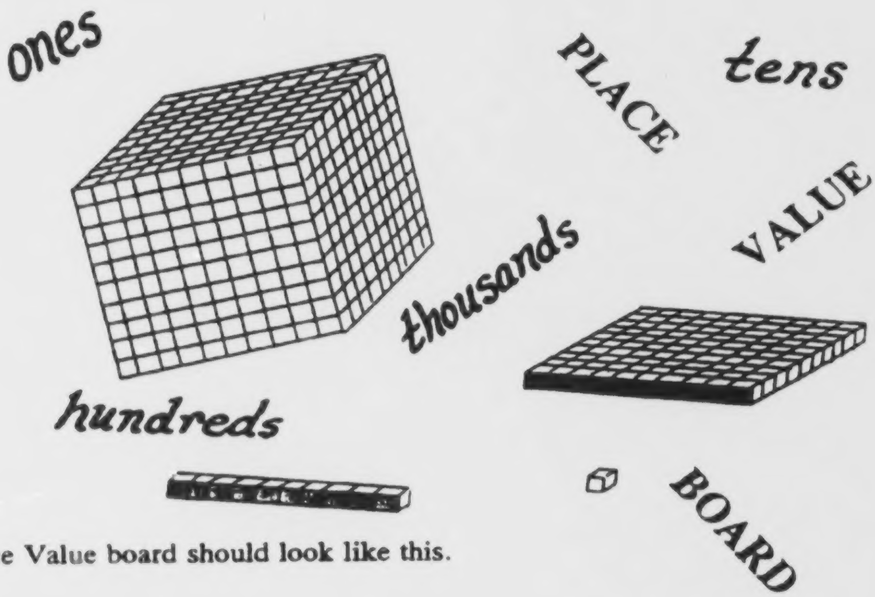


STUDENT ACTIVITY SHEET

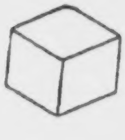
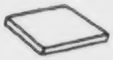


Make a Place Value Board

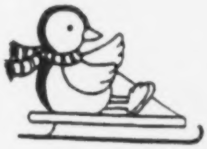
Cut out the shapes and words below and make your own Place Value Board. Get a large piece of construction paper or a file folder.



Your Place Value board should look like this.

	PLACE VALUE BOARD		
thousands *cubes*	***hundreds*** *flats*	***tens*** *longs*	***ones*** *units*
			

JANUARY CHECKLIST



		Check if Completed
Warm-Ups	*Guessing Jar*	________
	Make a Story Character Your Friend	________
	When is 2 Worth 10?	________
Exercises	*Sock Puppets - Play*	________
	Graham Cracker Fractions	________
	Hair Raising Results	________
Extensions	*Penny Grab*	________
	Invent and Write	________
	Personal Time Line	________

COMMENTS: ______________________________

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Parent Signature ______________________________

Student Signature ______________________________

Date ______________________________

FEBRUARY WARM-UPS

BRRRRR! - *Graphing, Measuring, Weather*

1. Help your child read an outdoor thermometer.
2. Make the thermometer from the student activity sheet.
3. Use the thermometer you have made to show an actual reading taken at one specific time during the day.
4. Record the temperature on a sheet of paper.

CHALLENGE: Try graphing the temperatures read during one full week.

✏ Student Activity Page (pg. 60)

JACK FROST - *Art, Science*

Jack Frost decorates our windows on cold, crisp mornings with beautiful crystals of frozen water. Each crystal is a different shape.

1. On a cold morning, look closely at a crystal on your window. Use a magnifying glass if you have one.
2. Draw a picture of your crystal.
3. Cut a paper into a big circle.
4. Fold your circle in half 3 times.
5. Make cuts along the edges.
6. Unfold. Hang your beautiful crystal in the window.

BASE WORD SEARCH - *Base Words, Word Endings, Vocabulary*

1. Use a magazine page or a newspaper page. Old coloring books with words or comic books will also work.
2. Circle all of the words on the page that have the -ing ending.
3. Now write the base (root) word that the ing word was made from.
4. Repeat this activity finding words with -ed, -ly, -s, -es, etc.

⚐ See November Parent Tip Sheet on Phonics (pp. 39-41)

FEBRUARY EXERCISES

FOLLOW ONE-STEP AND TWO-STEP WRITTEN DIRECTIONS - *Life Skills, Following Directions, Listening*

1. Make "chore" cards and place them in a jar.
2. Select a chore to do such as take out the garbage.
3. Add "double-chore" cards such as clear the table after dinner and wash the dishes.
4. Make buddy-chore cards (Example: select a buddy to help you fold the clothes.)
5. Add bonus cards such as: THIS IS YOUR NIGHT OFF.

SECRET MESSAGES - *Experiment*

1. With your child, hunt through your kitchen for lemon juice, vinegar, or apple juice. One of these will be your invisible ink. You will also need a small brush, a Q-tip, or a finger and some paper.
2. On your paper, you can write secret messages back and forth with your child using your invisible ink and whatever writing utensil the two of you have chosen.
3. You and your child can decipher the words by holding the paper close to a hot light. The writing will turn brown.

PRESIDENTS' BIRTHDAYS - *Map Skills*

The children should be able to locate Washington D.C. on a U.S. map.

1. The children will problem-solve for ways to get to Washington D.C. from Ohio transportation).
2. Using a map (U.S.) or globe, locate Washington D.C.
3. Discuss ways to travel.
4. List states through which you would travel.
5. Put the states in A, B, C order.

CHALLENGE: Figure out the total number of miles from Medina, Ohio to Washington, D.C.

FEBRUARY EXTENSION

CHINESE NEW YEAR - *Multi-Cultural*

Your child should be able to locate China on a world map. Problem-solve ways to get to China (transportation). Learn how to say "Happy New Year" in Chinese.

1. Locate China on a world map or globe.
2. Discuss ways to get to China - what countries you would pass through, etc.
3. Teach children that "Gung Ho Fat Choy" means Happy New Year. (fat rhymes with got)
4. Have your local library find The Chinese New Year by Cheng Hou Tien, Holt 1976

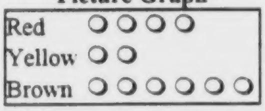
POEM - *Punctuation, Poetry, Creative Writing, Self-Concept*

1. Given a piece of paper, have your child write a poem about friendship. What does one look for in a friend? What are some friendly things people can do? What about an imaginary friend?
2. Remember, the definition of a poem is: *a composition in verse. It is designed to convey a vivid and imaginative sense of experience characterized by the use of condensed language.*
3. The poem can rhyme and have a definite rhythm. There can be lots of punctuation or a little, but the poem should have a title.
4. Sit down with your child and "play" with it, crossing out words as well as adding to it until it meets the satisfaction of the child. Read aloud and enjoy!

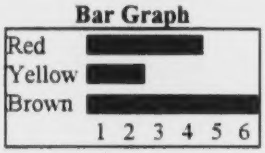
SWEET TREATS - *Graphing, Counting*

1. You will need a small package or a handful of M & M's, Skittles, Valentine heart candies, jellybeans, Lucky Charms, Trix, or even different colored buttons.
2. Estimate how many you have in all and write down your guess. Count your items. Was your estimate close?
3. Next make a list of the different colors of your items. Then make tally marks next to your colors to show how many treats you have of each color. Sample: red - ////, yellow - //, brown - ~~////~~ /
4. Now you are ready to make a graph that shows how many you have of each color. You can make a picture graph by drawing your items. If you have graph paper, you can make a bar graph by coloring one box for each one of that color: Samples:

Picture Graph



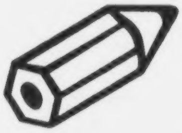
Bar Graph



5. Write sentences telling about your graph. Sample: There are two more red pieces than yellow pieces. See if you can write 15 different sentences.
6. Now for the best part! You can eat your items if they are sweet treats, but if you used buttons, DON'T EAT THEM!

✏ Student Activity Sheet (pg. 61)

STUDENT ACTIVITY SHEET

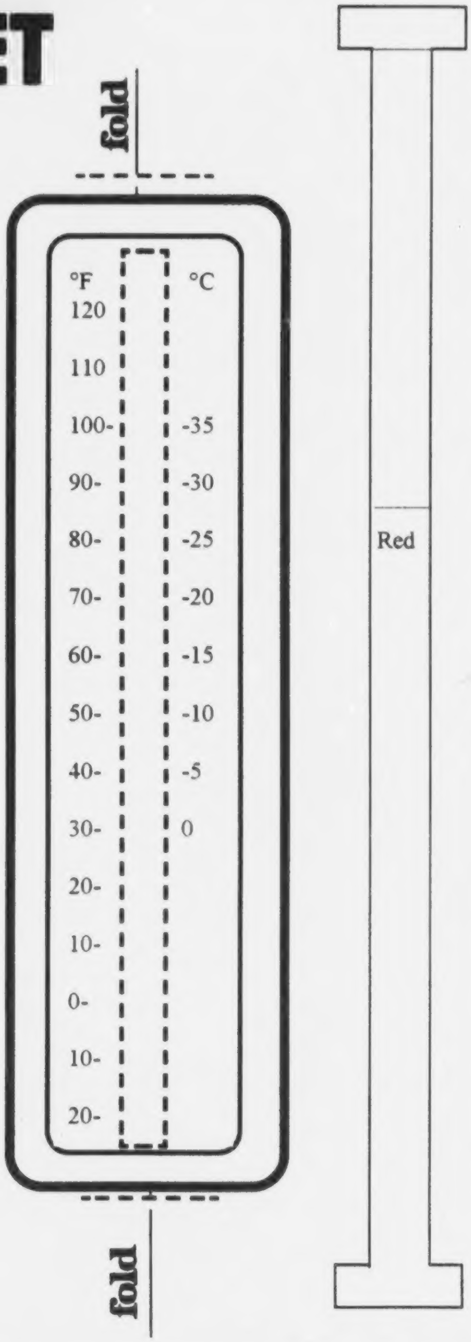


Make Your Own Thermometer

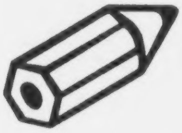
Color the temperature and the "I". Cut out onlye the "I". Fold the page at each fold line and then cut on the dotted lines.

Bend the ends of the "I" and fit it into the cuts from the back. Now move the red line up and down.

You can read the thermometer by looking at the numbers where the red line ends.



STUDENT ACTIVITY SHEET



Centimeter Graph Paper

FEBRUARY CHECKLIST

		Check if Completed
Warm-Ups	*BRRRRR!*	________
	Jack Frost	________
	Base Word Search	________
Exercises	*Follow 1-Step & 2-Step Written Directions*	________
	Secret Message	________
	Presidents' Birthdays	________
Extensions	*Chinese New Year*	________
	Poem	________
	Sweet Treats	________

COMMENTS: ____

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Parent Signature ______________________________

Student Signature ______________________________

Date ______________________________

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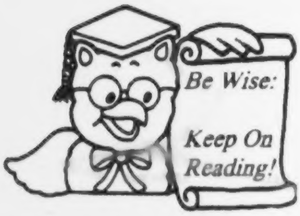
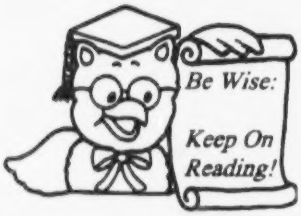


MARCH WARM-UPS



SORTING - *Classification*

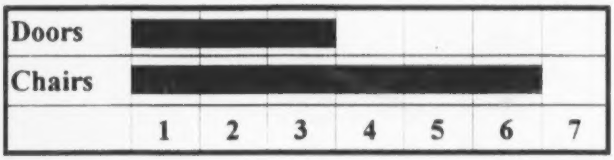
1. Place four items on a table, three that go together and one that does not.
2. Ask your child to name which item doesn't belong and explain why.
3. Example: fork, book, knife, spoon (book doesn't belong - not a utensil)
4. Do as many examples as possible.

WHO? WHEN? WHERE? AND WHY? - *Comprehension*

1. Read a story and answer the following questions about it.
2. Who or what did something important, exciting, or funny in the story?
3. When did this exciting or funny thing happen?
4. Where did this exciting or funny thing happen?
5. Why did this exciting or funny thing happen?

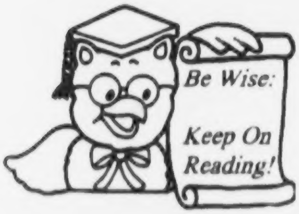
HOME SWEET HOME - *Writing, Graphing*

1. Make up a list of things in your home such as doors, windows, chairs, beds, tables, people, etc.
2. Count each by making tally marks. Sample: doors - ///, chairs - ~~////~~ /
3. Next make a bar graph using graph paper.

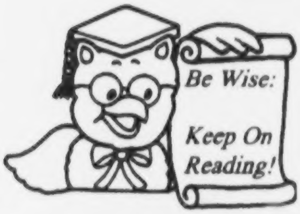


4. Finally write sentences telling about your graph. Sample: There are 3 doors and 6 chairs in our house. There are three more chairs than doors in our house.

✏ Student Activity Sheet (pg. 68)



MARCH EXERCISES



PLACE VALUE BEANS - *Place Value*

Using red, brown, and white beans, and the chart on page 67, your child will pick a bean from a bag and place it under the correct column. After a total of 10 beans have been placed on the chart, the student will write out the number and read it. Example: 4 red beans, 5 brown beans, 1 white bean equals the numeral 451.

✏ Student Activity Sheet (pg. 67)

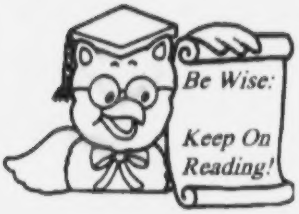
ST. PATRICK'S DAY ACTIVITIES - *Multi-Cultural*

1. Locate Ireland on a world map or globe - discuss transporation needed to get there.
2. The children can make an inexpensively decorated lunch bag to use on March 17 by creating a potato print. Gather the following items: potato, green tempera paint, shamrock cookie cutter, brown grocery bag on which to make print.
3. Adult will press cookie cutter into potato and cut away excess to create a stamp.
4. Locate the following books from the local library or bookmobile and read to your child.
   Shamrocks, Harps, and Shillelaghs by Edna Barth
   St. Patrick's Day in the Morning by Eve Bunting
   The Hungry Leprechaun by Mary Calhoun

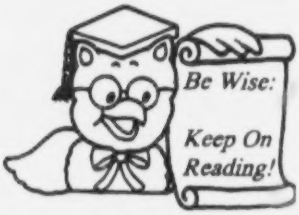
HEALTHY EATING - *Nutrition*

1. Discuss the food pyramid with family. Name favorite foods within sections.
2. Color and complete, *You're the Chef* activity page. Log family meals for a day; check against food pyramid recommendations.
3. Plan a day's meals from the family's favorite foods and pyramid recommendations.

⚐ Parent Tip Sheet (pg. 66)
✏ Student Activity Sheets (pg. 69)



MARCH EXTENSIONS



MEASURING HOUSEHOLD ITEMS - *Measuring*

1. Have your child measure the length of some household items using an inch ruler.
2. Then have your child measure the same items using a centimeter ruler.
3. Which is bigger, an inch or a centimeter?

Student Activity Sheets (Rulers: centimeters & inch) (pg. 70)

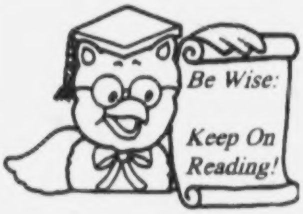
DON'T YOU JUST HATE - *Writing Process, Creative Writing*

1. Using the Story Web and the Storybook House patterns, and the story starter "Don't you just hate . . . " have your child think of a short story based upon that sentence starter.
2. Together, think of a real-life problem or situation that your child had to face and deal with.
3. Fill in the circles of the Story Web, jotting down the names of the characters (people involved), the setting (where and when the story took place), the problem, and the solution. Also, think of a title.
4. Cut on the solid lines within the Storybook House to designate windows and the door. Now place glue along the outside perimeter of the sheet and place it on top of a blank sheet of paper. All of the information from the Story Web can be transferred to the Storybook House only in pictorial form as you open the windows and door.

Student Activity Sheets (pp. 71-72)

INTERVIEWING - *Careers, Life Skills*

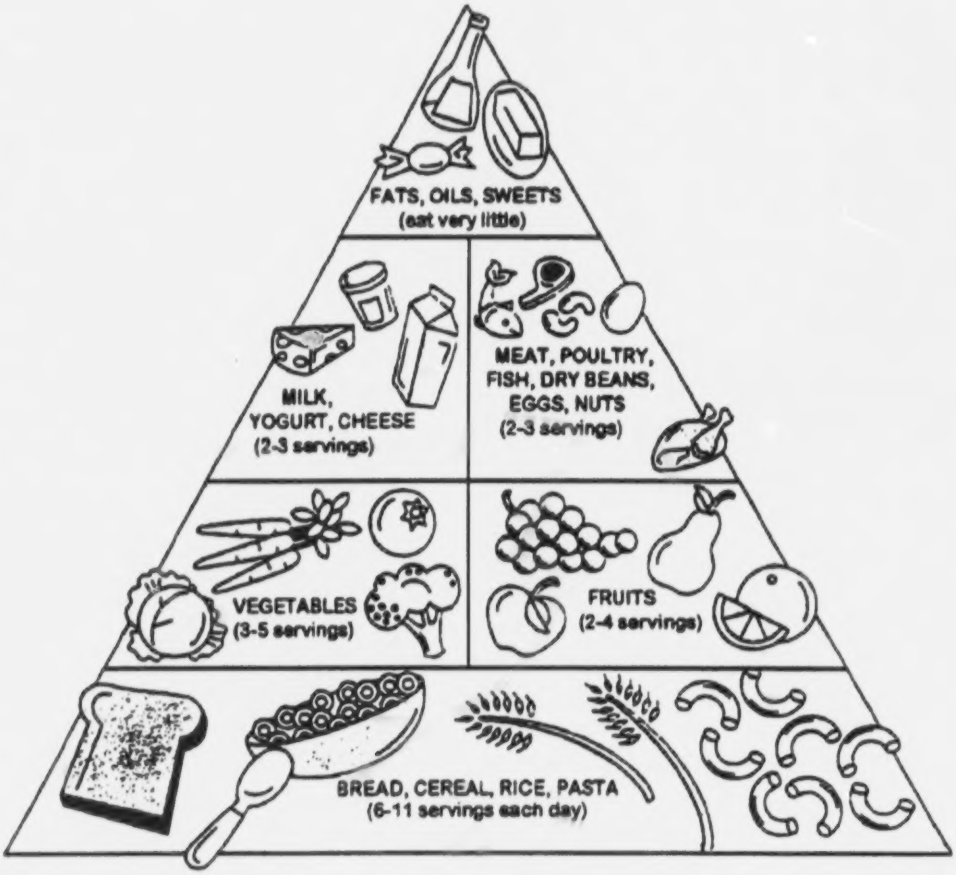
1. Pretend your child is interviewing someone for a job. Your child should think of as many jobs that are of interest. Keep a list of these occupations.
2. Now have your child select one of these jobs and write several interview questions.
3. Let your child interview you, aunts, uncles, grandparents, cousins, siblings, etc. Be serious, but have fun!

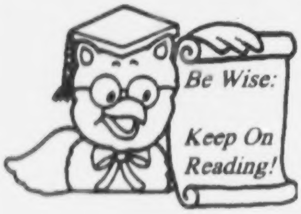


PARENT TIP SHEET

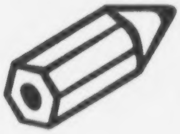
Pyramid Power Discussion

Eating right can be easy. Look at this pyramid. It can help you make healthy food choices. Experts say it is good to eat lots of bread, cereal, fruits, and vegetables. These foods are at the bottom of the pyramid. Foods with lots of fat and sugar are at the top. It is a good idea to eat less of these foods.

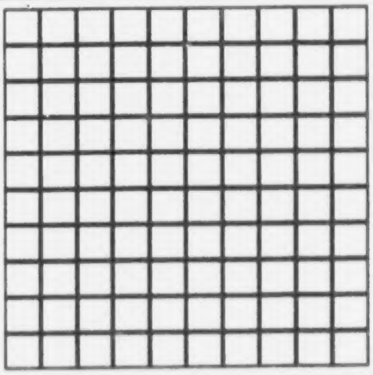




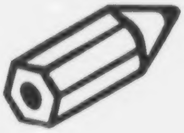
STUDENT ACTIVITY SHEET



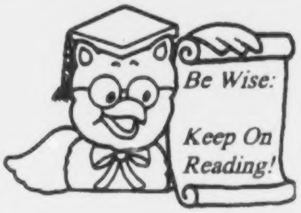
Place Value Chart

ones	**white beans**
tens	**brown beans**
 **hundreds**	**red beans**

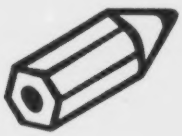
STUDENT ACTIVITY SHEET



Centimeter Graph Paper

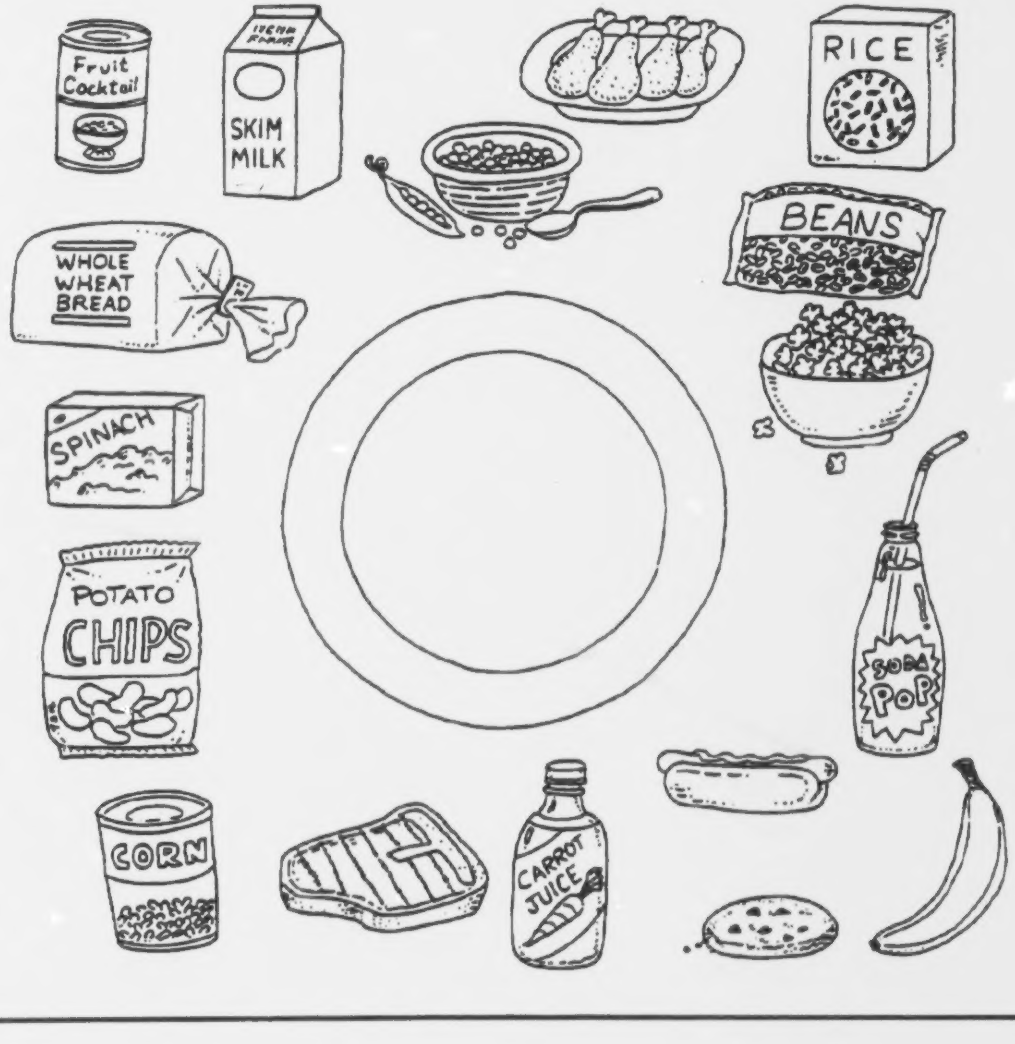


STUDENT ACTIVITY SHEET

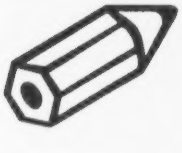


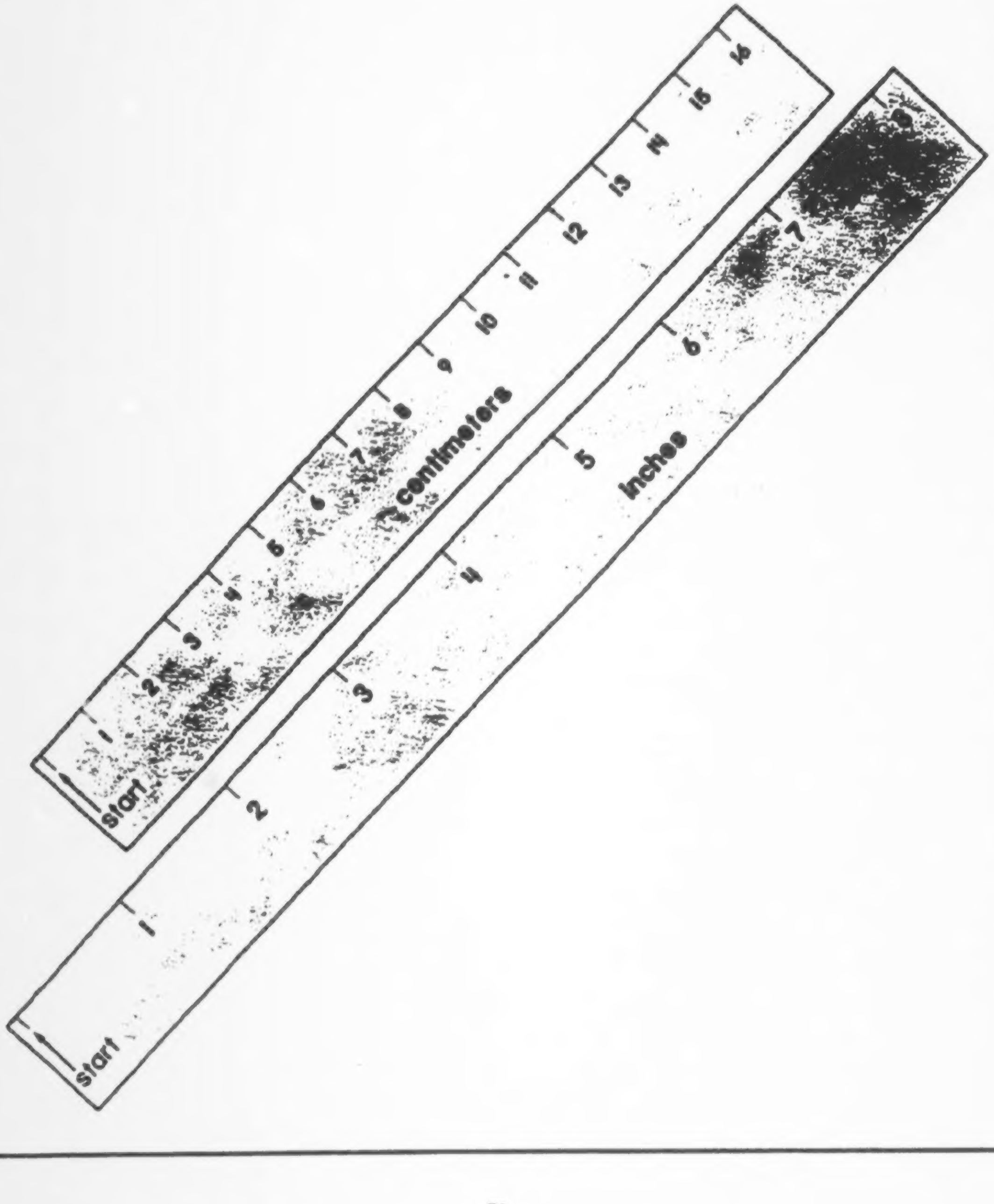
You're the Chef!

Can you make a healthful meal?
Draw a line from each food you choose to the plate.

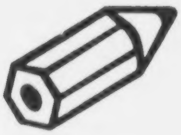


STUDENT ACTIVITY SHEET

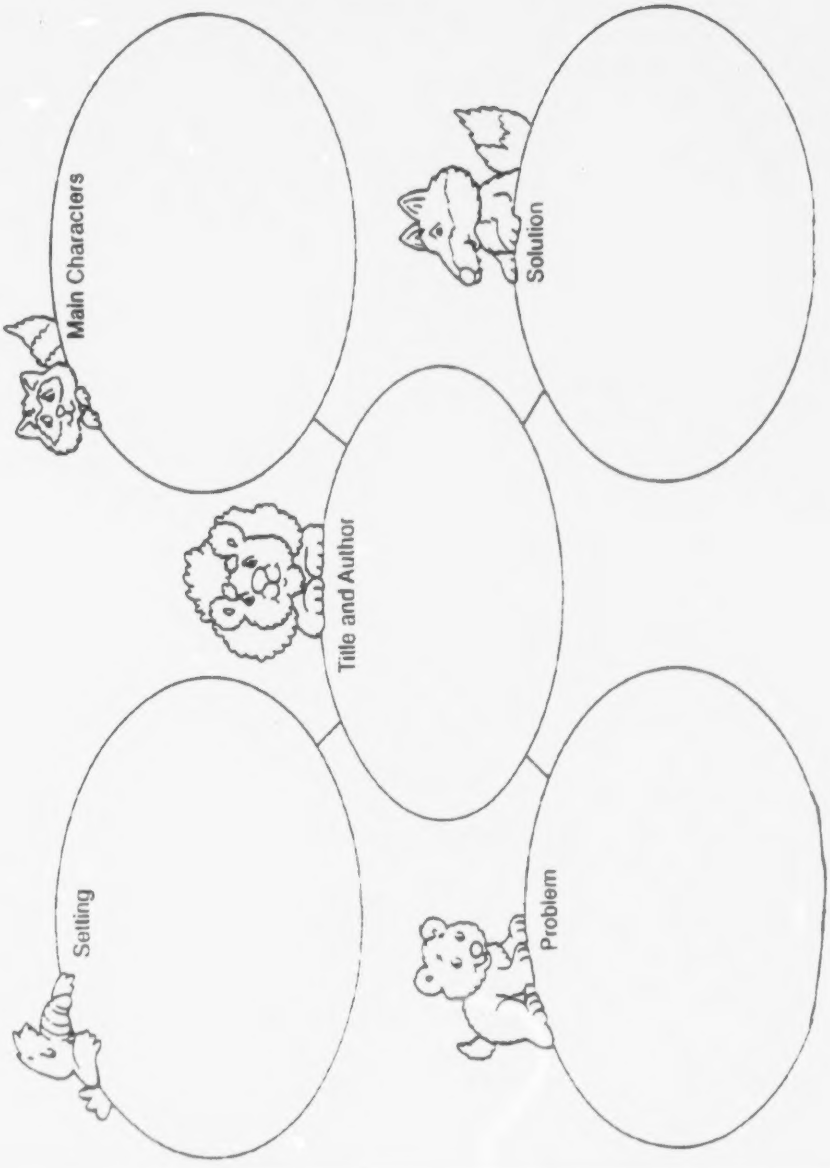




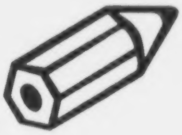
STUDENT ACTIVITY SHEET



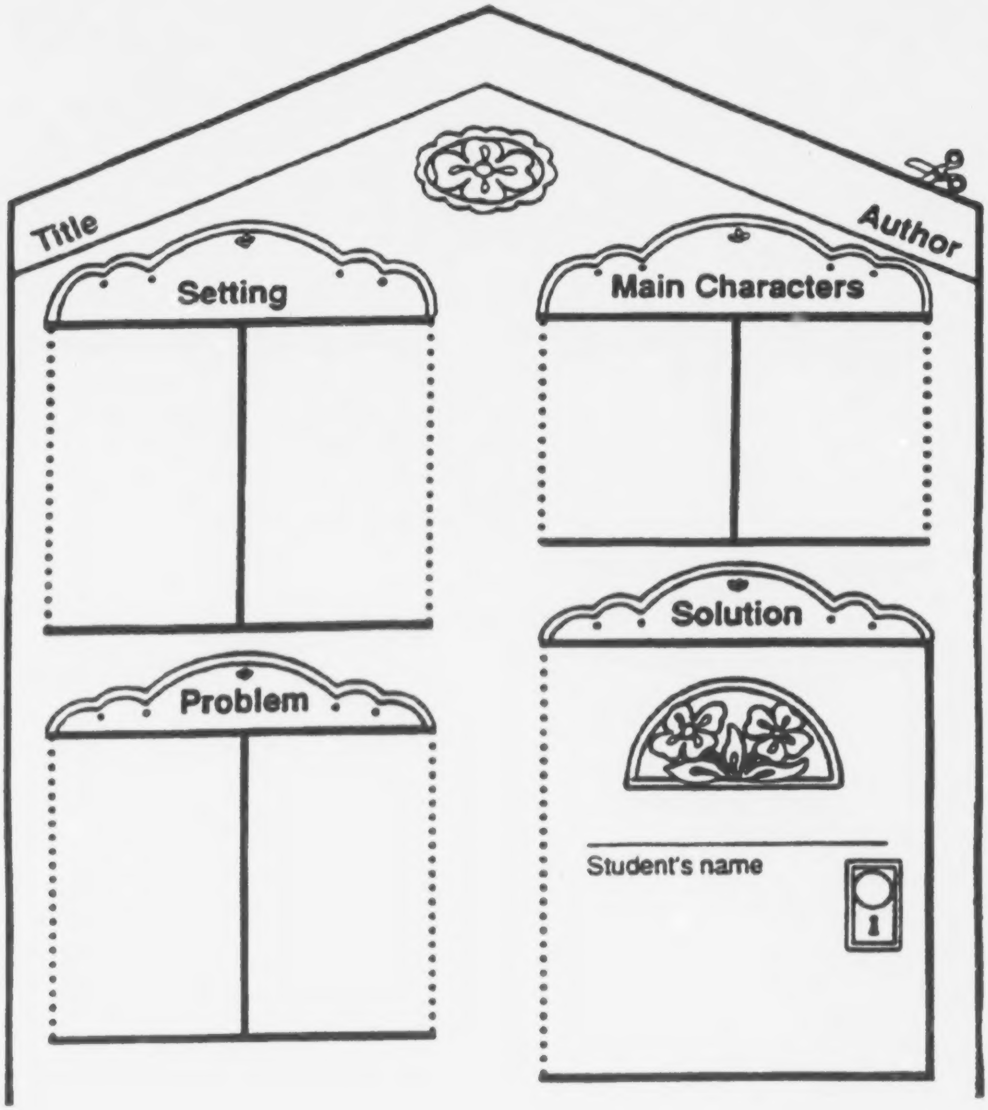
A Story Web



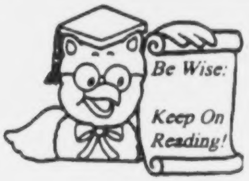
STUDENT ACTIVITY SHEET



A Story House



MARCH CHECKLIST



		Check if Completed
Warm-Ups	*Sorting*	______
	Who? When? Where? and Why?	______
	Home Sweet Home	______
Exercises	*Place Value Beans*	______
	St. Patrick's Day Activities	______
	Healthy Eating	______
Extensions	*Measuring Household Items*	______
	Don't You Just Hate	______
	Interviewing	______

COMMENTS: ______________________________

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Parent Signature ______________________

Student Signature ______________________

Date ______________________

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APRIL
WARM-UPS

SORTING - *Classification*

1. Collect large, medium, and small items (like buttons).
2. Sort by color or by size into an egg carton or muffin tin.
3. Sort laundry by putting socks in one pile, pants in another, etc. Then sort again into groups by each family member.

SORT INFORMATION INTO CATEGORIES - *Classification*

1. Establish categories such as: animals with fur and animals with feathers. Then sort animal pictures by names of various categories of animals.
2. Make up more category headings by asking the following questions: (The animals have been sorted by fins and feathers, how else may they be sorted?)

CHALLENGE: While doing the dishes, let your child decide how dishes might be put away in their proper groups. Example: large wooden mixing spoon, standard measuring spoons, serving spoons, tableware.

WHAT HAPPENED WHEN? - *Comprehension, Sequencing*

1. Read a story to yourself or out loud to someone.
2. Make four pictures to show what happened in the story.
3. Put the pictures in the order of how it happened in the story.
4. Write a sentence under each picture to tell what is happening.
5. Put the pictures together to make a book.

⚐ Parent Tip Sheet (pg. 77)

APRIL
EXERCISES

GRAPHING - *Graphing*

Use a bar graph to show the favorite ice cream flavor of each family member. You may ask opinions of relatives and/or neighbors. Also, you could make graphs of favorite colors, breakfast cereals, snacks, etc.

✏ Student Activity Sheet (pg. 78)

BLOOPERS - *Creative Writing*

1. Explain to your child that bloopers are also "spoonerisms" that are mixed up phrases such as: "Who milled the spilk?" and "I want creaches and peam on my cereal."
2. Together, make some bloopers on your own. You may simply want to say them or if you prefer, write them down.
3. If your child is feeling adventurous, have your child write a whole paragraph full of bloopers!

DOTS ENOUGH - *Geometry*

1. You will need the student activity dot paper and crayons or colored pencils. This dot paper is a lot like a GeoBoard.
2. Make shapes and designs using different colors on the dot paper. By using different colors you can make more than one design on each of the 9 patterns. The shapes can overlap.
3. You may want to make your own dot paper so you can make more designs.

CHALLENGE: Have someone else make a design. See if you can make the same design on another sheet of dot paper.

✏ Student Activity Sheet (pg. 79)

APRIL EXTENSIONS

TRASH IT? - *Ecology*

Trash is becoming more and more of a problem in America. You can change that.

1. Get 4 large containers to use for your collection. Containers could include garbage bags, boxes, bins.
2. Label each container paper, clear glass, plastic, aluminum.
3. Instead of throwing away paper, glass, plastic, or aluminum, put them in these containers. When they are full, take them to a collection drop-off available in your area.

CHALLENGE: Find an article in the newspaper about trash. Read it with an adult or friend.

TRASH-A-SAURUS REX - *Ecology*

1. Find items around your home that would otherwise be thrown away.
2. Brainstorm how each of these items can be reused to make a part of a dinosaur.
3. Glue the objects together to create the dinosaur, "TRASH-A-SAURUS REX."
4. You may even want to dictate or write a story about him!

HOW MUCH IS YOUR NAME WORTH? - *Vowels, Addition, Money*

1. Each vowel (a, e, i, o, u) is worth a dime and each consonant is worth a nickel. Example: Mom = 5¢ + 10¢ + 5¢ = 20¢.
2. Find out how much your first name is worth, your middle name, and your last name.
3. Find the total value of your whole name.

CHALLENGE: Create your own code by writing the alphabet and giving each letter a monetary value using penny, nickel, dime, and quarter. Then find out how much your name is worth!

PARENT TIP SHEET

Power Reading Tips for Parents

How To Power Read

Strong reading comprehension skills are the basis for success in all subject areas. You can help your child develop these skills with Power Reading. Power Reading is a technique that will help your child become a better reader by increasing both reading comprehension and listening comprehension skills. A Power Reading session takes only about fifteen minutes.

Here's how to do it:

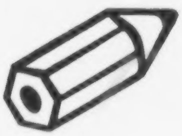
1. **Read to your child.**
   Read aloud to your child for five minutes. (Be sure that the book from which you are reading is at your child's reading level. If you are unsure about choosing a book, ask your librarian or child's teacher for help.) Pronounce words carefully and clearly, and make appropriate pauses for periods and commas.

2. **Listen to your child read.**
   Have your child continue reading the same book aloud. (He or she should begin at the point where you stopped reading.) Remind your child to take it slowly and read so that the words make sense. Caution: *Do not stop and correct your child while he or she is reading. If your child stumbles on a word, make a note of it and go back later.*

3. **Ask questions about the material that was read.**
   Check how well your child was listening and reading by asking general questions about the material you read aloud. Talk about what was read; share ideas.

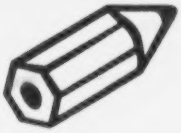
   Hold a Power Reading session with your child as often as possible. It is an excellent way to improve reading skills and an excellent way to show your child the importance you place on reading. Many families have found Power Reading to be an enjoyable way to read together on a regular basis. Start a book that is of particular interest to your child and continue using this same book for Power Reading sessions until it is completed. Your child will be even more motivated to join you in Power Reading when he or she is eager to find out what happens next.

STUDENT ACTIVITY SHEET

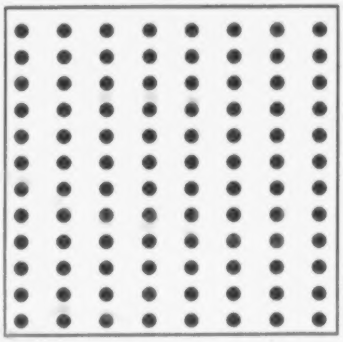


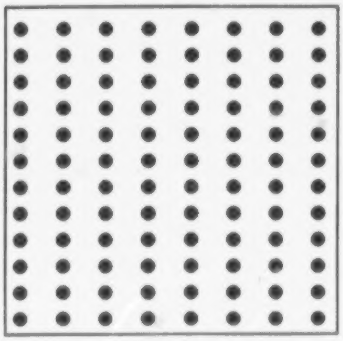
Centimeter Graph Paper

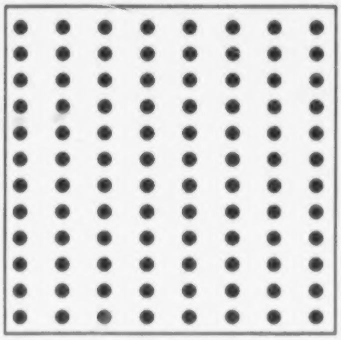
STUDENT ACTIVITY SHEET

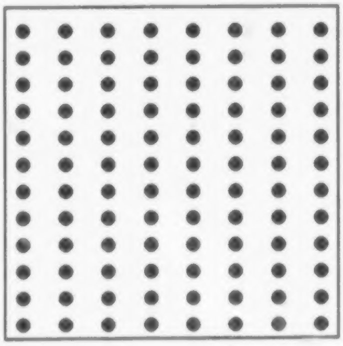


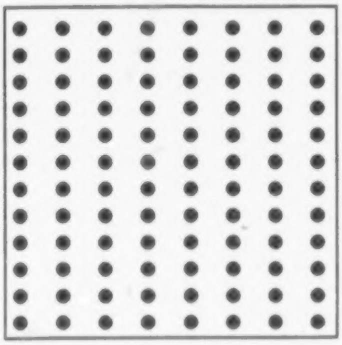
Dot Paper

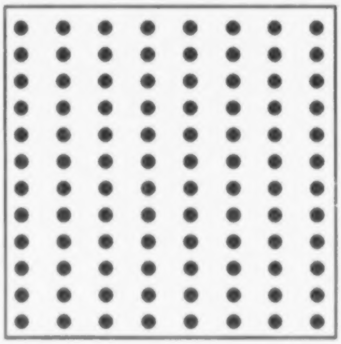


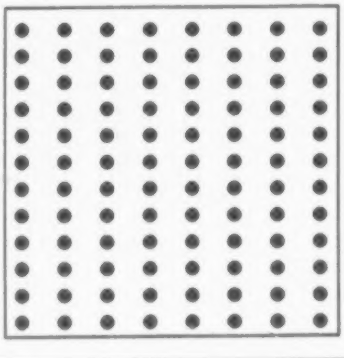


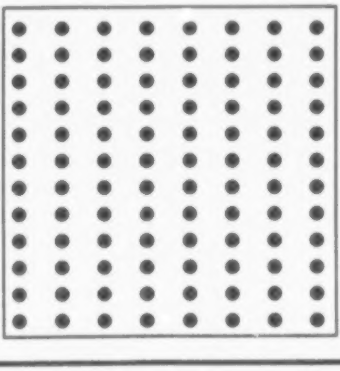


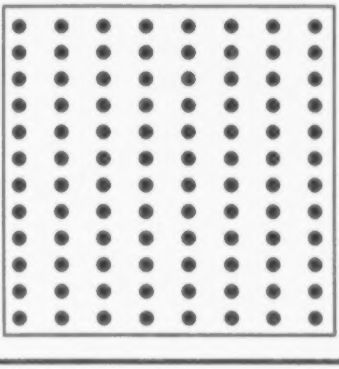












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APRIL CHECKLIST

		Check if Completed
Warm-Ups	*Sorting*	________
	Sorting Information Into Categories	________
	What Happened When?	________
Exercises	*Graphing*	________
	Bloopers	________
	Dots Enough	________
Extensions	*Trash It?*	________
	Trash-A-Saurus Rex	________
	How Much is Your Name Worth?	________

COMMENTS: ____

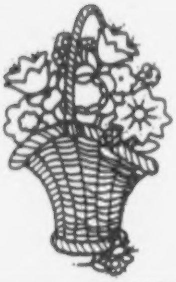
____

____

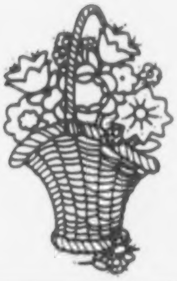
Parent Signature ______________________________

Student Signature ______________________________

Date ______________________________



MAY
WARM-UPS



FOLLOWING ONE-STEP AND TWO-STEP ORAL DIRECTIONS - *Listening Skills*

1. Give simple oral directions involving one step. ("Put the pan in the sink.") Increase the steps needed to complete the task.
2. Give two-step oral directions to complete activities that follow closely in time. ("First add the melted butter. Then add the milk.")
3. Increase the time needed to follow two-step directions. ("First, dust the furniture in the living room. When you are done, please feed the dog.")

KNOWING THE MAIN CHARACTER - *Comprehension*

1. Read a story to yourself or out loud to someone. Someone else can also read to you.
2. Tell something exciting that happened to the main character.
3. What caused this exciting thing to happen?
4. Tell the outcome of the adventure.
5. Tell what you think the character in the story learned from this adventure.

BEFORE AND AFTER - *Place Value, Sequencing*

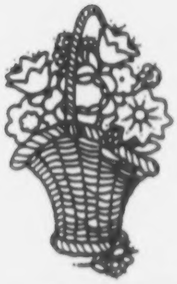
1. Write the following on paper.

53, 54, 55
___, 21, ___
___, 71, ___
___, 39, ___
___, 10, ___

2. Have your child fill in the missing numbers.

CHALLENGE: You may think of more examples on your own.

MAY
EXERCISES



STRETCHED STORIES - *Creative Writing*

1. You and your child will need writing paper, a fat rubber band and a marker.
2. With your child, think of some episodes that have taken place in your past. For an example think about the time your family heard those scratches on the side of the cabin in the middle of the night.
3. Which episode in your life would make a good "stretched story"? Was the scratching really a twig brushing up against the side or was it a monster?
4. Write your story. Make a part of your story a little more exciting than the way it really happened.
5. Cut the rubber band. With a marker, write on the rubber band one or two words describing the stretched part of your story.
6. Stretch your rubber band. See how far your "fib" stretched out!

FOSSILIZED DINOSAUR EGGS - *Reading, Recipe, Experiment, Writing*

1. Read at least 3 different books about dinosaurs. The bibliography in this booklet will help you.
2. Find out what a fossil is.
3. Draw a picture of your favorite dinosaur.
4. Use the recipe below to make your own fossilized dinosaur egg.
    a. Hard boil your egg(s).
    b. Put it in a cup with white vinegar. The vinegar should completely cover the egg.
    c. Leave it in the vinegar for at least 48 hours.
    d. Examine it each day.
    e. Rinse the water, being careful not to break the skin.
    f. Let it dry for at least three days.
    g. Watch it turn into a hard, fossilized egg.
4. Write a story about what might have hatched out of your dinosaur egg years ago.

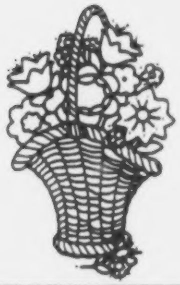
⚐ Refer to December Parent Tip Sheet on Recipes (pp. 46-49)

TANGRAM SHAPES - *Geometry*

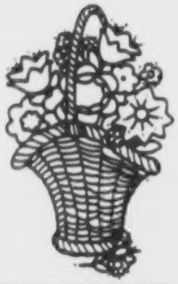
1. Color the tangram puzzle on the student activity page.
2. Glue it to a file folder.
3. When it dries, cut carefully on the lines. Now you have your own tangrams.
4. Name the shape of each piece.
5. See if you can learn to spell the name of the three different shapes (square, triangle, rhomboid).
6. Move the puzzle pieces and try to make different pictures.
7. Can you make a large square using all 7 pieces?
8. Store your tangrams in an envelope or baggie so you can play with them again and again.

⚐ Refer to Parent & Student Tip Sheet on Manipulatives (pg. 115)

✎ Student Activity Sheet (pg. 84)



MAY
EXTENSIONS



CHARTING CHANGE - *Tables, Money*

	pennies	nickels
1.	10	0
2.	5	1
3.	0	2

1. You will need 25 pennies, 5 nickels, and 2 dimes to do this activity.
2. There are 3 ways to make changes for 1 dime. Try all three ways. Use this chart to show each way with your coins.
3. Now find 12 wasy to make changes for 1 quarter. Make your own chart numbered from 1 to 12 and record each change on your chart.

	pennies	nickels	dimes
1			
↓			
12.			

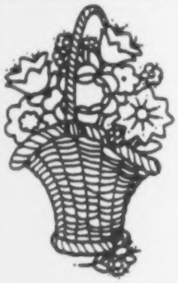
***CHALLENGE*:** Try using more coins and find 49 different ways to make changes for one half dollar. You will need to number this chart from 1 to 49 and add the word quarters to the above chart.

PAST AND PRESENT TIMES - *Reading, Self-Concept, Sequencing*

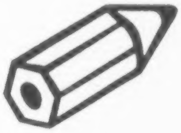
1. Read a book about the past with your child.
2. Discuss and compare to present times.
3. Make a list of things that you have at the present time that people of the past didn't have.
4. Discuss with grandparent(s) or older adults about how they grew up and the many changes they have seen.
5. Discuss with grandparent(s) or older adults about their holiday celebrations when they were young.

SENSITIZE, FEEL, TALK - *Creative Writing, Senses*

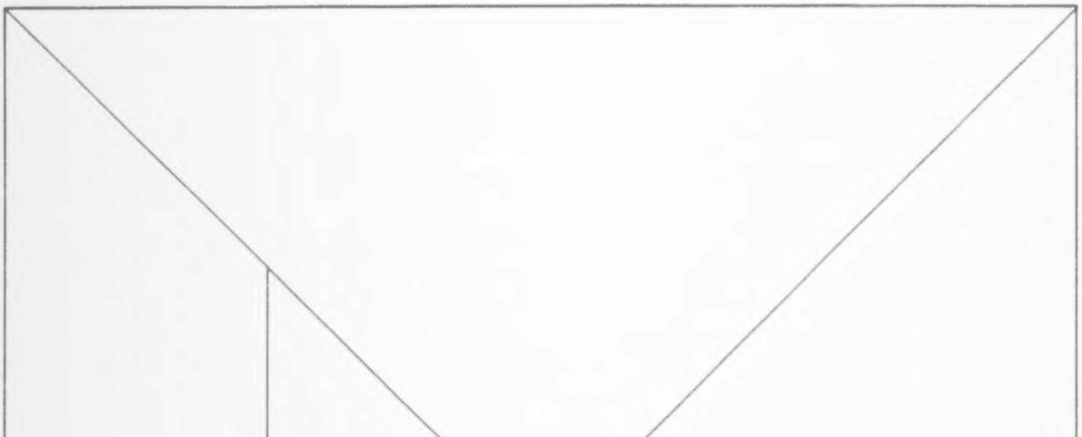
1. Sensitize your child to the environment by doing activities such as: Lie in tall grass, eat snow, smell a row of restaurants, listen to butterflies, mimic different animals. Touch, taste, smell, listen, and watch. As the two of you do some of these things, share your feelings and new discoveries with each other.
2. Write down some of your innermost thoughts.
3. You may want to use some of these questions as stepping stones:
   - What does morning smell like?
   - How does it feel to have an ant crawl over your arm?
   - What does a lemon do to your tongue?
   - How might a sandwich sound?
   - How does pain look?



STUDENT ACTIVITY SHEET



Tangram Shapes



MAY CHECKLIST

		Check if Completed
Warm-Ups	*Following 1-Step & 2-Step Oral Directions*	
	Knowing the Main Characters	
	Before and After	
Exercises	*Stretched Stories*	
	Fossilized Dinosaur Eggs	
	Tangrams Shapes	
Extensions	*Charting Change*	
	Past and Present Times	
	Sensitize, Feel, Talk	

COMMENTS: ______________________________

Parent Signature ______________________

Student Signature ______________________

Date ______________________

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JUNE
WARM-UPS

BUBBLES - *Science*

1. Mix dishwashing liquid with water in a shallow tray.
2. Blow through a straw as you move it slowly across the solution. What did you make?
3. Try making different sized bubbles or even a double bubble!
4. Look closely at the bubbles you make. How many colors do you see? Do the colors change?

BEACH SAFETY - *Life Skills, Safety*

1. Discuss beach safety rules and importance of such rules.
2. Visit a beach and put rules into practice.
3. Take swimming lessons or a water safety course.
4. Learn how to use a life jacket and practice in a safe and supervised place.

KEEP SHARP WITHOUT USING PENCILS! - *Mental Math, Addition/Subtraction Facts*

1. Ask your child to solve each fact after you say it.
2. Examples: $3 + \square = 7$, $\square + 9 = 11$, $8 - 2 = \square$
3. Make up some other facts for your child to solve.

CHALLENGE: Try some two and three digit numbers in the problems.

SCHOOL'S OUT - LOOK HOW I'VE GROWN - *Self-Concept*

1. Using the very last activity page (pg. 107) of the Second Grade Home Activities Booklet, have your child complete the identification page ALL ABOUT ME with your help.
2. In the small frame, have your child draw a self-portrait.
3. Finally, have your child use cursive writing to complete the signature line.

JUNE EXERCISES

U.S. FLAG - *Reading, Citizenship*

1. Look up the history of our nation's flag.
2. Draw a picture of one of our nation's earlier flags and discuss why it is different.
3. Learn the correct ways to display the flag.
4. Learn the Pledge of Allegiance and discuss what it means.

BE AN AUTHOR—BE A STORYTELLER - *Creative Writing, Storytelling*

1. Take old coloring books or magazines with pictures and cut out about ten pictures.
2. Put the pictures into an order that you feel make up a story.
3. Mount the pictures on paper and write the story you have created under the pictures.
4. Make a cover for the book and fasten it together.
5. Read your book to someone. Make sure that you read with expression to make your story interesting and meaningful to others.

Parent Tip Sheet (pp. 89-93)

PROBABILITY TOSS - *Graphing, Probability*

1. Cut out and make the number cubes on the student activity sheet (you could use 2 dice instead).
2. Toss the cubes, add up the two numbers, and color in a box above the total of the two numbers. Keep doing this until you have filled one column above one number on your grid.
3. Which number combinations occured most often? Why? Did you ever toss a one? Wy not? Did you toss very many twelves? Why?
4. Make your own grids and try this activity more times. How were your results the same? How were your results different?

CHALLENGE: Why is there no zero or one total column on this chart?

Student Activity Sheets (pg. 94)

rolls	3											
	2											
	1											
Total		2	3	4	5	6	7	8	9	10	11	12

JUNE EXTENSIONS

DETERMINE ESSENTIAL AND NON-ESSENTIAL INFORMATION - *Life Skills, Comprehension*

1. Make reading time part of a daily schedule.
2. Ask simple questions like "Would the story have been the same if the Three Bears had been home when Goldilocks arrived?"
3. Use the TV Guide or television schedule of a newspaper discuss locating information. Ask questions such as: "Do we need to look at Monday's schedule? Do we need to look at the morning part of the schedule to view the 6 p.m. news?

BE A SMART SHOPPER - *Money, Life Skills*

1. At the grocery store, ask your child to locate five favorite kinds of cereal.
2. Look at weight and price.
3. Which is the most expensive?
4. Which is the least expensive?

PERSONAL COLLAGE - *Life Skills, Self-Concept*

1. You and your child will need to collect old magazines, scraps of yarn, colored wrapping paper, newspapers, background paper, buttons, scissors, glue, and a photo of the child.
2. Ask your child to think about things to see, taste, hear, smell, touch, and dream. Find and cut out pictures that illustrate these things.
3. Have your child place the pictures on background paper along with the photo of your child.
4. Move the pictures around on the paper until a design has been created. Remind your child that the pictures can be overlapped.
5. Then the pictures can be glued onto the background paper.
6. Let your child send the personal collage to a friend or relative who's far away. Pay particular attention to the addressing of the envelope including the return address.
7. If possible, make a trip to the post office together. Have the envelope weighed, pay for the postage, and then mail it.

PARENT TIP SHEET

PROCESS WRITING

In order to assist children with the steps in writing, a process has been developed. This five step program is to help children understand what is necessary to write something from the beginning ideas to the final publishable product.

1. **Prewriting** - Gathering your materials and your writing ideas.
2. **Write in rough draft form** - This is the material that is written for the first time in a journal or on a sheet of paper.
3. **Revision** - Adding, deleting, and changing the story.
4. **Editing** - Fixing the mistakes. Spelling, capitalization, grammar, etc.
5. **Publishing** - Making the story into the final product.

Gathered from attending the Conference for English and Language Arts Teachers, 1988

PARENT
TIP
SHEET

MORE IDEAS FOR EVERYDAY WRITING

Students must write every day. Following are ideas to add variety to students' writing. Ask students to create and write.

- ads
- advice columns
- almanacs
- analogies
- announcements
- applications
- apologies
- autobiographies
- awards
- beauty suggestions
- bibliographies
- billboards
- biographies
- birth certificates
- book jackets
- book reviews
- books
- bulletins
- bumper stickers
- buyer's guides
- calendars
- catalogs
- campaign posters
- campaign speeches
- cartoons
- chain letters
- character sketches
- charts
- checklists
- comic strips
- comics
- commercials
- community newspapers
- comparisons/contrasts
- complaints
- conversations
- crossword puzzles
- definitions
- descriptions
- diagrams
- diaries
- dictionaries
- diets
- directions
- editorials
- epitaphs
- eponyms
- essays
- etymologies
- evaluations
- eyewitness accounts
- explanations
- expense reports
- fables
- fairy tales
- fictional stories
- folklore stories
- footnotes
- fortune cookie messages
- games
- ghost stories
- gossip columns
- graduation announcements
- graffiti
- greeting cards
- grocery lists
- headlines
- histories
- horoscopes
- how-to articles
- idioms
- indexes
- inquiries
- insults
- interviews
- invitations
- itineraries
- jeopardy questions
- job applications
- jokes
- journals
- jump rope rhymes
- labels
- laws
- legends
- letters
- lists
- loans
- lyrics
- magazines

continued . . .

MORE IDEAS FOR EVERYDAY WRITING

mail order catalogs
maps
meeting minutes
memos
memoirs
metaphors
menus
monologues
movie reviews
musical messages
mysteries
myths
narratives
newscaster's scripts
newspapers
news releases
notices
nursery rhymes
obituaries
odes
opinions
palindromes
pamphlets
paragraphs
parenting tips
passports
persuasive articles
pictorials
picture captions
plays
pledges
poems
postcards
posters
problems
proposals
proverbs
purchase receipts
puppet shows
puns
puzzles
quips
quizzes
questionnaires
quotations
rationales
reasons
rebuttals
recipes
recommendations
recreational ideas
regulations
remedies
reports
requirements
resumes
reviews
riddles
rules
safety tips
sales brochures
sample lessons
schedules
science fiction stories
score cards
sentences
sequel stories
sermons
signs
silly sayings
slogans
songs
speeches
sports play-by-plays
summaries
superstitions
surveys
tall tales
telegrams
telephone directories
tests
thank you notes
titles
tombstones
tongue twisters
tourist attractions
travel folders
trivia statements
TV shows
valentines
vitae
want ads
wanted posters
warnings
weather forecasts/reports
welcomes
who's who articles
wills
wishes
word games
word lists
word lore descriptions
year books
yellow pages

PARENT
TIP
SHEET

TRANSITIONS FOR CREATIVE THINKING

As you get in line to go places, have each child give a different response to these statements:

Name something that is red (or any color).
Name something that is round (or any shape).
Name a number that no one else has named.
Name something that is huge (or any size).
Name something that you don't like to eat (or do).
Name something you can do with your feet (or hands).
Name something you like to do after school (or don't like to do).
Name something that flies (or walks, or runs).
Name a character in a book (or story, TV show, movie).
Name a math problem that has ***8*** for an answer (or any other number).
Name a word that begins with ***b*** (or any other letter, blend, digraph).
Name a word that ends with ***g*** (or any other letter, blend, digraph).
Name a compound word (or contraction, two-syllable, etc.).
Tell your phone number (or address, full name, parents' names, grandparents' names).
Name something living (or nonliving).
Name a bird (or animal, fish, mammal, pet).
Name a piece of clothing (or furniture).
Name a means of land transportation (or air, space, water).
Name a vegetable (or fruit, meat, dairy product).
Name something made of wood (or glass, plastic, material).
Name a game.

PARENT
TIP
SHEET

A STORY PLAN

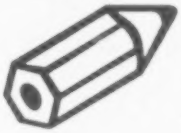
1. **Begin Your Story** — Tell who your story is about (characters) and where it takes place (setting). What is your story about?

2. **The Problem** — Describe the problem (good or bad) that your characters face. Why is it the problem? A good problem can be taking a vacation or getting a puppy. A bad problem could be losing your money or breaking a leg.

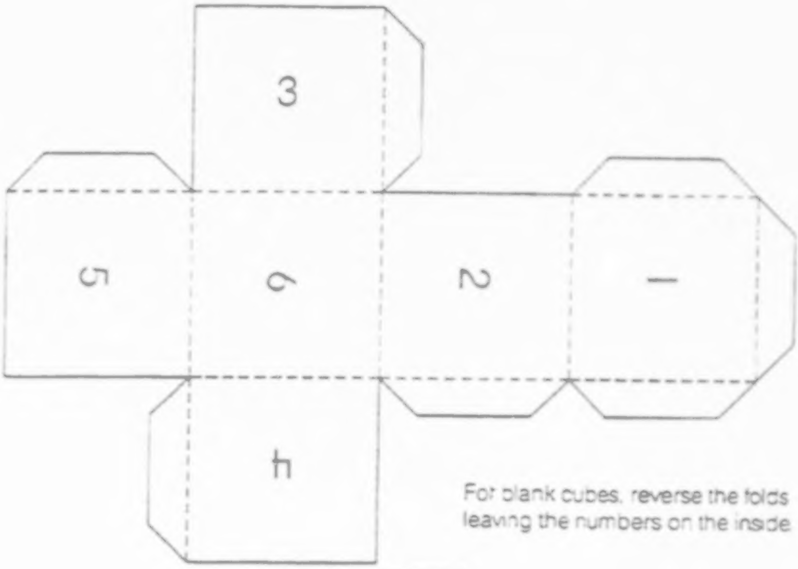
3. **Solve the Problem** — Tell what happens to take care of the problem. (Do you love your vacation, or does your puppy get to sleep on your bed? Did you find money, or only sprain your ankle?)

4. **End Your Story** — Tell how everything works out.

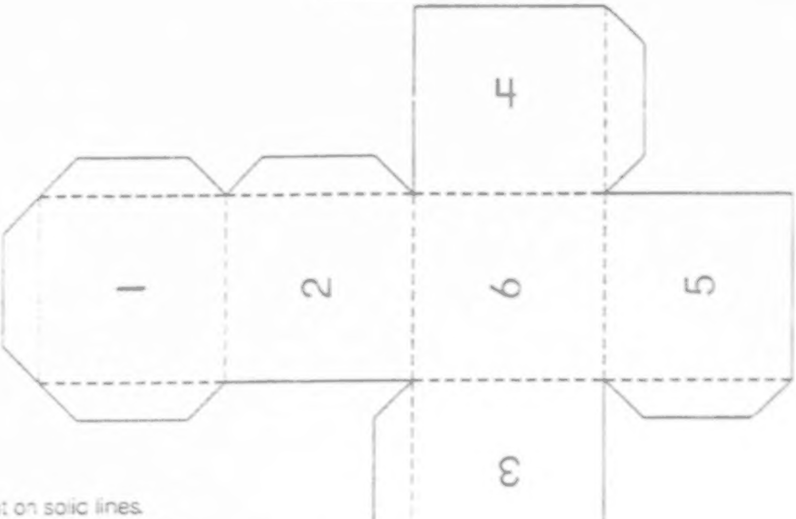
STUDENT ACTIVITY SHEET



Number Cubes

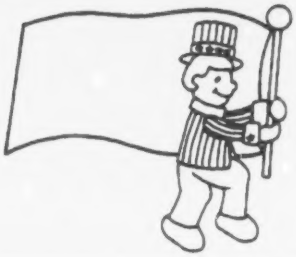


For blank cubes, reverse the folds leaving the numbers on the inside.



1. Cut on solid lines.
2. Fold on dashed lines.
3. Tape or glue to form number cubes.

JULY
WARM-UPS



CALENDAR - *Life Skills, Calendar*

1. Have your child make a calendar for this month.
2. Put in the numbers, days of week, and special events together.
3. Mark off each day together.

CHALLENGE: How would the dates for this month's calendar be arranged in 5 years?

POPCORN MATH - *Estimation, Addition/Subtraction Facts*

1. Pop some popcorn.
2. Estimate how many pieces of popcorn you have.
3. Count the pieces.
4. Use the popcorn to practice math facts. Example: 6● + 4● = _____●

or

You have 9●, you ate 2●. How many are left?

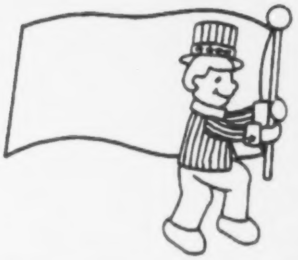
ESTABLISH PURPOSES FOR READING - *Literacy*

Discuss and list purposes for reading. Reasons might be to:

- Locate information.
- Find a town on a map.
- Enjoy reading.
- Get help.
- Find an exit.
- Build or make something.
- See what is on television at a certain time.

SUMMER VACATION IDEAS

- **Parent Tip Sheets (pg. 98)**
- **Student Activity Sheets (pp. 99-102)**



JULY EXERCISES

WHAT FLOATS? - *Experiments*

In order for something to float, it has to have air in it.

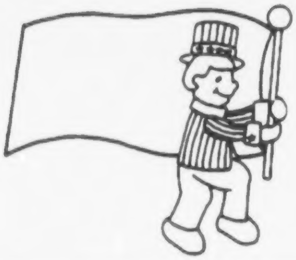
1. Fill a bucket, sink, or bowl with water.
2. Find 5 objects to test if they float.
3. Predict if each object will float or not.
4. Put the objects in the water. Observe.
5. Conclude by answer YES or NO and telling why.

WRITING DIRECTIONS - *Sequencing*

1. With your child, brainstorm some things for which you would write "How to" directions. They could be serious or somewhat silly!
2. Here are some suggestions to get you started: How would you
   - get bubblegum out of your hair?
   - pet a rhinocerous?
   - get peanut butter off the roof of your mouth?
3. On a sheet of paper write down your ideas.
4. Now have your child write "How to" directions for a favorite idea. Your child can even illustrate it!

HOW MANY IN A MINUTE? - *Counting, Estimating, Time*

1. Estimate how many of some type of activity you think you can do in one minute (Ex: snap your fingers.) Do the activity while someone times you using a clock, stop watch, or watch with a second hand. Your partner or you need to remember to count while you do each activity.
2. Think of other activities that you could estimate and do. Add them to the list.
3. Time someone else doing the same activities. Did they do the same number of each? If not, why are the results different?



JULY EXTENSIONS

SEQUENCE INFORMATION - *Life Skills, Sequencing*

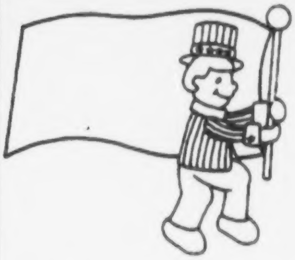
1. Talk about tasks that need to be done in a certain order. Make a list of these tasks.
2. Discuss the order in which the tasks should be done.
3. When errands need to be done, allow your child to determine the order of the "stops". For example: house, post office, grocery, gas station, library, drug store.
4. Cut apart comic strips; put the pictures back in the right order.

GEOGRAPHY - N - NEWSPAPER - *Weather, Maps, Geography*

1. Find the weather map in your newspaper.
2. Compare weather and temperature in various parts of the U.S.A. List weather in 4 cities in 4 different sections of the U.S.A. - one North, South, East, and West.
3. Outline the maps of the U.S.A. and Ohio. Identify U.S.A. and Ohio by its outline.

CATEGORIZE YOUR BOOKS - *Classification*

1. Get out 10 of your own books or use library books.
2. Write down the titles of the books that are fiction.
3. Write down the titles of the books that are non-fiction.
4. Write down the titles of the books that are biographies.
5. Write down the titles of the books that are autobiographies.
6. Write down the titles of the books that are reference books.
7. If you have your own bookshelf or case, separate your books into the above categories of fiction, non-fiction, biograpies, autobiographies, and reference books.



PARENT TIP SHEET

WHAT TO DO WHEN THERE IS NOTHING TO DO

I. Watch a television program with your child. When the program is over, ask your child to:
   1. retell the story.
   2. list the events of the story in the order that they happened.
   3. tell who the main characters were.
   4. create a new ending for the program.
   5. make up a similar story.
   6. discuss how the story made you feel.

II. Bake with your child. You can make cookies for lunches and snacks while your child has the experience of reading a recipe, measuring, following directions, and doing things in a sequential order.

III. Make characters and ideas in books come alive for your child. For example, if you read Green Eggs and Ham, use green food coloring in scrambled eggs. After you read about airplanes, visit the airport.

IV. Make a book jacket or cover for a book.

V. Make a flannel story board.

VI. Make a bookmark.

VII. Make a commerical about a book you have read.

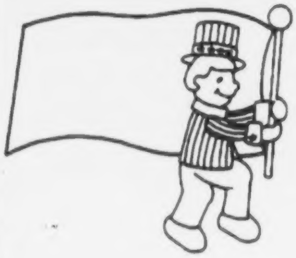
VIII. Have your child alphabetize all of their books on one shelf of a bookcase. Count the books to see how many there are.

IX. Have your child rearrange a closet so that all red clothes are together, all of the blue clothes are together, etc.

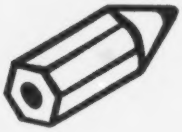
X. Go on a nature hunt. Give your child a list of things to find outside, and a certain amount of time in which to find them. This could also be an inside scavenger hunt.

XI. Go outside and lie down in the grass. Look up at the sky and try to see shapes in the clouds. Look for animals, people, and things.

XII. On a snowy day, go outside and make shapes in the snow. Make an angel by lying down in the snow and make your arms go up and down. Make dinosaur footprints in the snow. Use your footprint three times beside each other in a fan shape for these prints. Write words in the snow by using your footprints to make the letters.

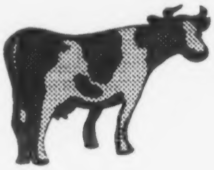


STUDENT ACTIVITY SHEET

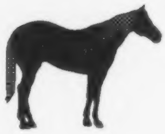


CAR ACTIVITIES

Finds



1. Divide the car into driver side and passenger side.
2. Each side looks for certain animals that have been given pre-arranged points:
    pigs - 5 points
    horses - 10 points
    cows - 1 point
3. After a certain period of time add the points to declare a winner.
4. Do the same for license plates or colors.
5. Look for letters of the alphabet, too.



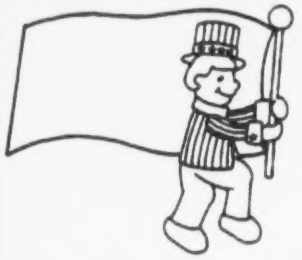
CHALLENGE: Look for the names of the 88 counties of Ohio on license plates.

Submitted by: Nancy Zelei
Towslee Elementary School

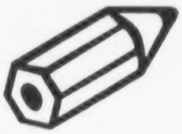
Mileage Planner

Before you leave for your trip, get out a map and plan your route. Using the scale on a map, estimate the total number of miles you expect to cover. Have a parent check the miles or your car's odometer before you leave and then again after you arrive at your destination. Check to see how close the actual miles are to your original estimate.

Submitted by: Tom Rounds
Memorial Elementary School



STUDENT ACTIVITY SHEET



MORE CAR ACTIVITIES

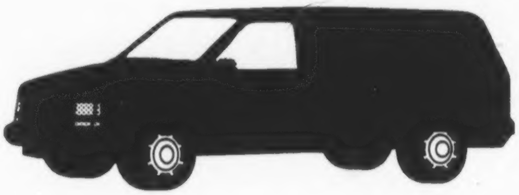
Exploring Nature

Highway travel can become extremely tedious and boring. Rather than stopping for a quick refreshment break, why not try a different route away from the highway. Use a map and find an alternative route where the family can explore the surroundings.

Perhaps stop and have a picnic lunch, a short nature hike, or just enjoy the beauty of nature. You can even list what you observe together and talk about it.

Of course, taking family pictures is always fun! Change your pace and just relax.

Submitted by: Tom Rounds
Memorial Elementary School



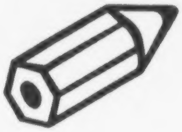
Alpha Hunt

Look for words that begin with each letter of the alphabet. You may use billboards, street signs, store signs, and any other writing you can find.

The first player finds a word for A, the second player finds a word for B, etc.

Submitted by: Erva Perz
Hickory Ridge Elementary School

STUDENT ACTIVITY SHEET



MORE CAR ACTIVITIES

Telegram

You need: 2 or more players, paper and pencil.

Write down the very first ten letters that you see on a license plate. Each player will have ten different letters. Then, each player must make up a "telegram" message, using only those 10 letters as the first letters of each word. Letters must be used in the word they are written.

For example: Let's say the first 10 letters you see are: W W C D B Y H T M N. You might make up the following telegram: "We Won't Come Down Because You Have Too Many Nephews."

Remember you can leave out periods between sentences or the words "a", "and", "the", because telegrams do that to make them shorter.

Submitted by: Eunice Kohler
Brunswick High School

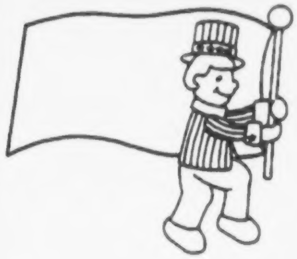
Old MacDonald

Sing the following words to the familiar tune:

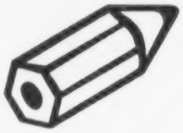
Old MacDonald had a car, ee-eye, ee-eye, o!
And on that car he had a horn, ee-eye, ee-eye, o!
With a honk-honk here and a honk-honk there,
Here a honk, there honk, everywhere a honk-honk.
Old MacDonald had a car, ee-eye, ee-eye, o!

For additional verses, add wheels that squeak-squeak, brakes that screech-screech, a door with a rattle-rattle, and so on.

Submitted by: Janet Wilford
Crestview Elementary School



STUDENT ACTIVITY SHEET

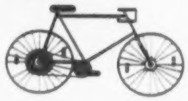


MORE CAR ACTIVITIES

Finding Gold

The player in this game will be searching for the "gold". The "gold" can be anything the players decide. Some things that might make good "gold" items are:

- crosswalks
- horses
- postmen
- white or black cars
- drive-ins
- bicycles
- ambulances
- cattle crossing signs
- deer crossing signs
- fast food restaurants



You can choose your own items or your opponent can choose them for you. Or if you like, you can write all the names of the different kinds of "gold" on slips of paper and choose one out of a hat. Then decide how many of each item you are to find.

You can just have fun with this game or turn it into a competition.

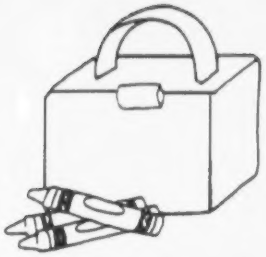
Submitted by: Eunice Kohler
Brunswick High School

Can You Name the States?

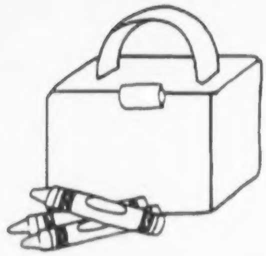
Players each list as many of the fifty states as they can. Player who names the most is the winner.

CHALLENGE: Can You Name the Capitals?

Submitted by: Leslie Handy
Kidder Elementary School



AUGUST
WARM-UPS



CHAMP FOR A NIGHT - LEARNING TO BE A GOOD SPORT - *Life Skills, Family*

1. Teach your child to play a game such as checkers, Scrabble, etc.
2. Pick a special evening each week to play the game together.
3. Set a good example and help your child learn to be a good sport.
4. You might even have a contest for family champ.

USE A TABLE OF CONTENTS - *Organizational Skills*

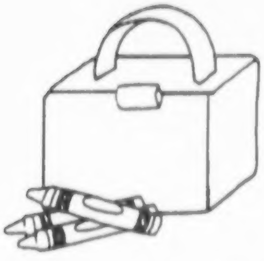
1. Visit the library.
2. Select a book with a table of contents from the non-fiction section.
3. Look up topics of interest.
4. Show your child how to use table of contents in magazines and newspapers.
5. Make a simple book with a table of contents.

THE TIME, PLEASE! - *Time*

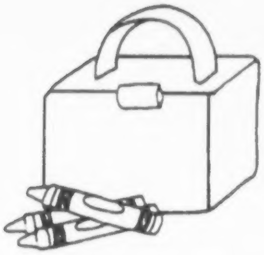
1. Make a clock.
2. Give your child a specific time and have them show you the time on the clock.
3. Show your child times on the clock and have them tell you the correct time. Examples: 2:00, 6:30, 4:00, 1:30.

CHALLENGE: Try times such as 2:13; 7:48; 6:32; 12:01.

✏ Student Activity Sheet (pg. 106)



AUGUST EXERCISES



RECALL INFORMATION - *Comprehension*

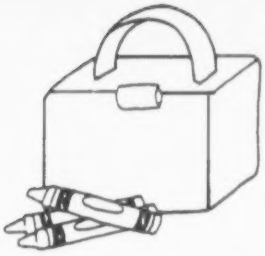
1. Place different types of books, newspapers, and magazines on a table.
2. Have your child select the appropriate source for needed information. Possible questions might be as follows:
    a. Where would we find the score for the last Cleveland Indians or Browns game?
    b. Where would we find a picture of the Templeton the Rat?
    c. Where would we find a Table of Contents?
    d. Where would we find a coupon for the grocery store?

FIVE, TEN - *Skip Counting, Place Value*

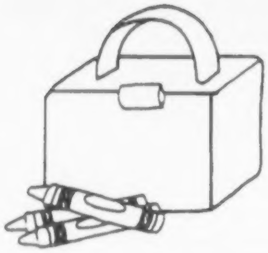
1. Place a large number of items (pennies, buttons, or toothpicks) on a table.
2. Ask you child to put them into groups of fives.
3. Together count by fives to arrive at the total number of items on the table.
4. You may have your child divide the items in groups of tens or twos and then count the groups together.

MAKING CHANGE - *Life Skills, Money*

1. You will need 10 items of food from your kitchen and your play money.
2. Make up price tags for each of the 10 food items. Sample: $2.39 to go with a box of cereal, $.42 for a can of soup, etc.
3. First, your child pretends to buy each item using the exact amount with your play money.
4. Next, you become the shopper and buy each item using "too much money." Your child needs to give change! Sample: If you give your child $3.00 for the cereal which costs $2.39, your child would need to give you the correct change of $.61, 61¢, sixty-one cents..



AUGUST EXTENSIONS



MONEY BAGS - *Life Skills, Money*

1. Visit a bank to find out what a bank does. Talk with a bank officer.
2. Earn an allowance and plan a budget with the allowance. Put your budget into action.
3. Look up for the word "income" in the dictionary. Define the word and then discuss family income, budget, and savings.
4. Decide on a family purchase. Same money until the purchase can be made.

VOWEL SCAVENGER HUNT - *Long/Short Vowels*

This game can be played inside or outside.

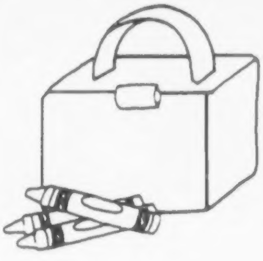
1. Take a bag with you to collect the following items:
    a. something that has *long a* in it.
    b. something that has *long e*.
    c. something that has *long i*.
    d. something that has *long o*.
    e. something that has *long u*.
2. After you collect all of the items, put them in alphabetical order.
3. Play the game again finding things that have the short vowels of a, e, i, o, and u in them.
4. Lengthen your list by finding 2 long a items, 2 long e items, etc.

Refer to November Parent Tip Sheet on Phonics (pp. 39-41)

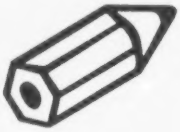
A BOX-BOOK - *Creative Writing*

1. With the help of your child, select an empty box of crackers, fruit snacks, or a similar size which will become the front and back covers of your book.
2. Find some paper and cut it the same size as the box minus the top and bottom flaps.
3. Use the type of box to think of a theme for your story. For example, if you use a graham cracker box, pretend that it was winter and some wild animals discovered this box on top of a pile of snow.
4. After your child has written the story, you may want to help your child "bind" the book using the box. Cut off the top and bottom panels, then cut the narrow sides in half. Fold the narrow sides in and place paper inside. Use stapler, brads, or yarn to finish the binding.

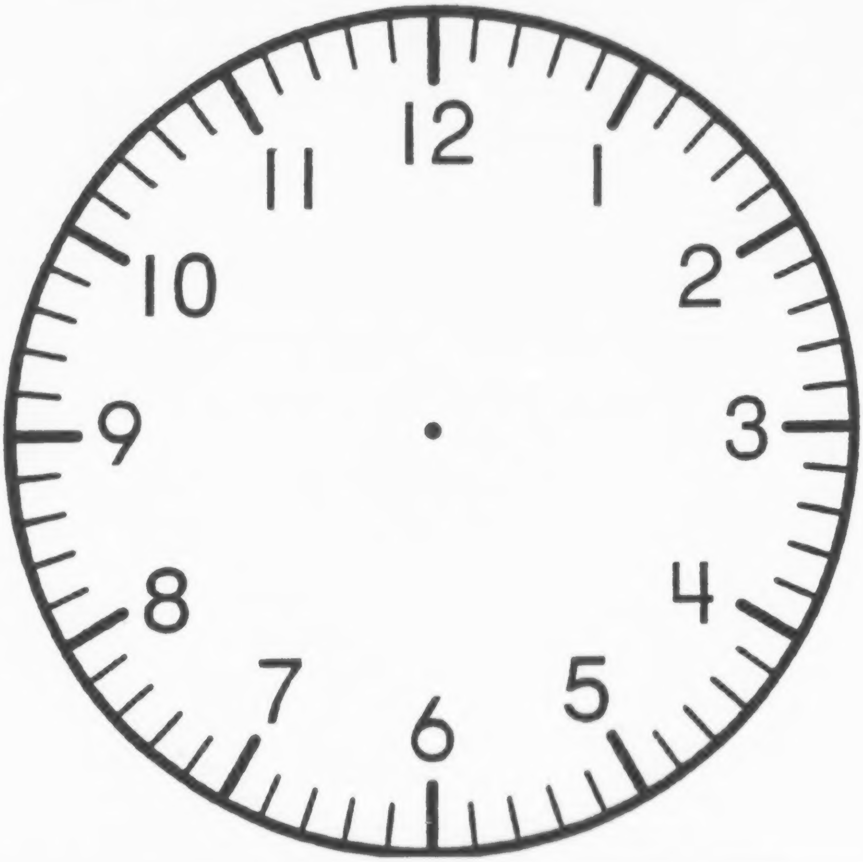
OPTION: Your child may decide to leave several pages of the book blank in order to add more to the story at a later date.



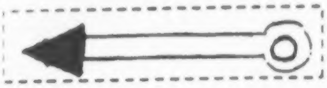
STUDENT ACTIVITY SHEET

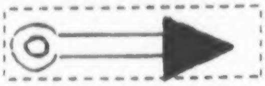


Clock



- Cut out the clock hands.
- Attach them to the clock with a paper fastener





All About Me

Name

Address

City State ZIP Code

Area Code Phone Number

Eye Color Hair Color

End of Year Height End of Year Weight

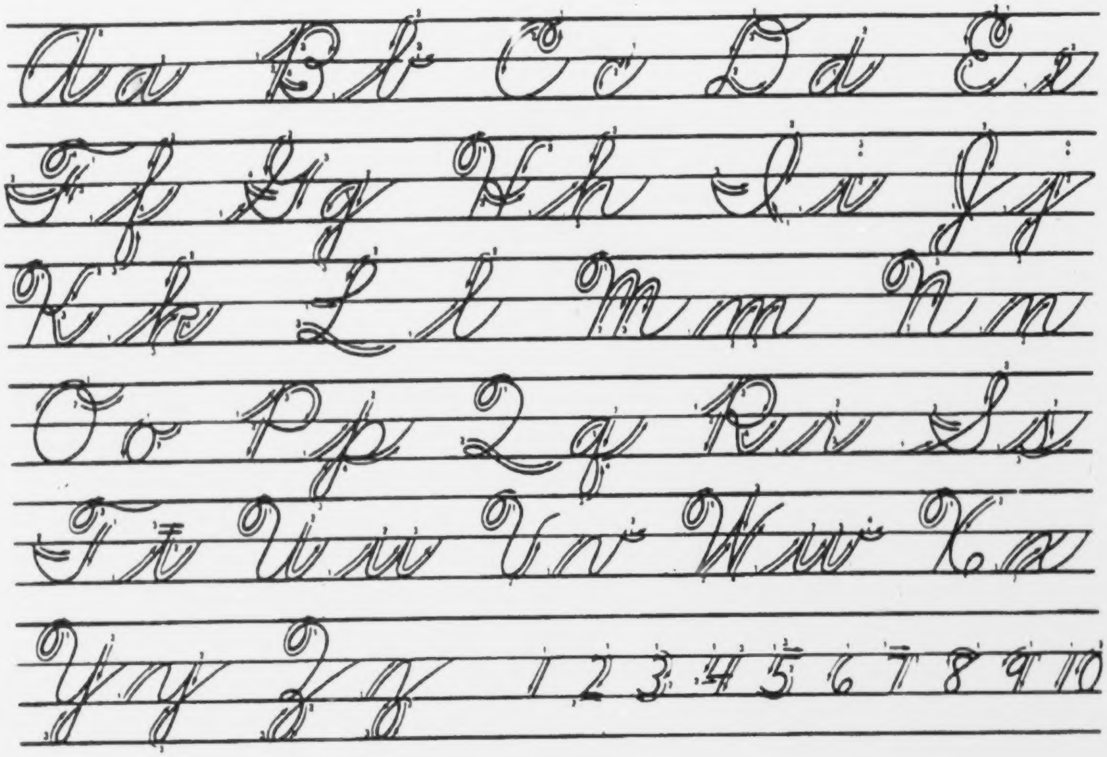
End of School Year Signature

MORE HELPFUL TIPS FOR PARENTS AND STUDENTS

Appendix

PARENT & STUDENT TIP SHEET

Zaner-Bloser Alphabet - Grade 2



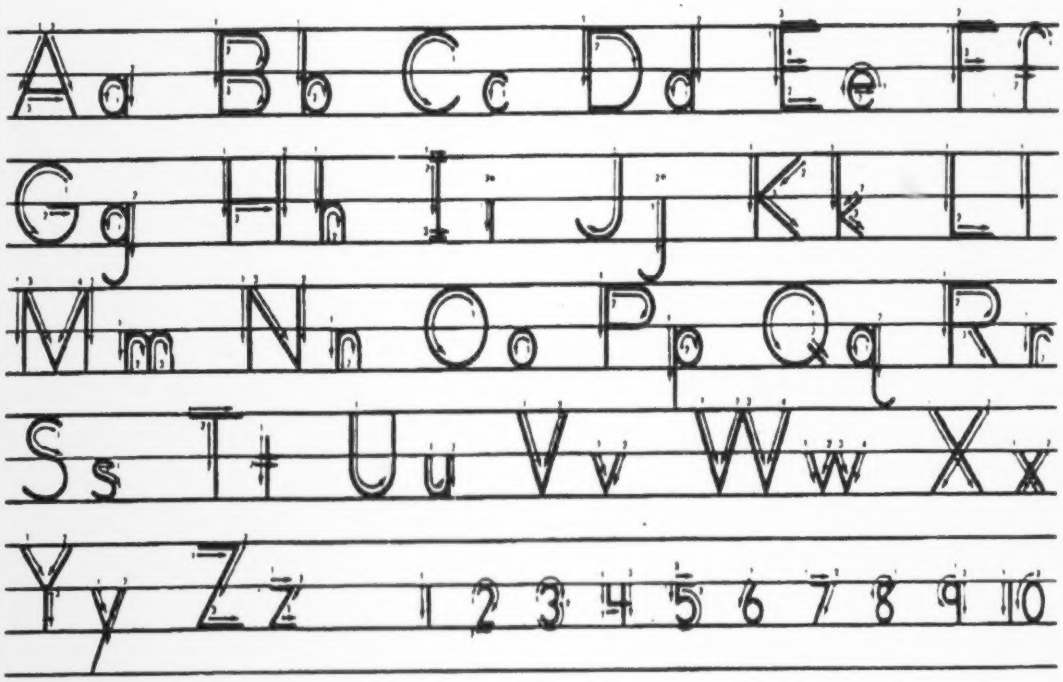
Note to Parents:

This alphabet will show you the correct size and formation of the letters your child is learning to write in the school handwriting program. The arrows and numerals indicate the direction and sequence of the strokes that form the letters.

In the event you wish to purchase paper for your child to practice letter formations at home, please be sure the paper has the correct size ruled lines. The appropriate size for Grade 2 is 1/2 inch.

PARENT & STUDENT TIP SHEET

Zaner-Bloser Alphabet - Grades 2 and 3



Note to Parents:

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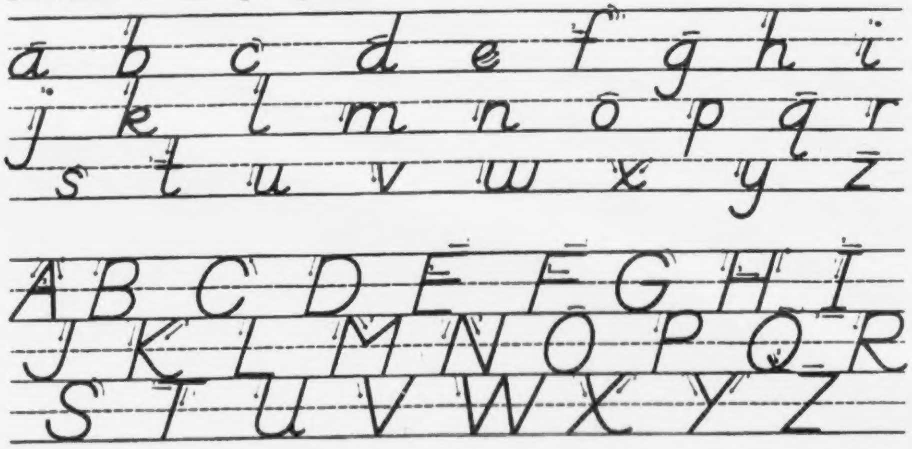
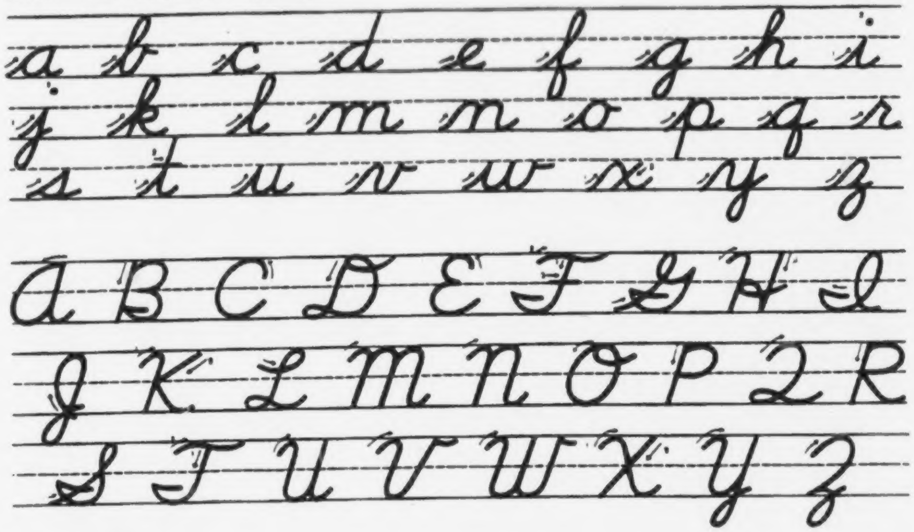
PARENT & STUDENT TIP SHEET

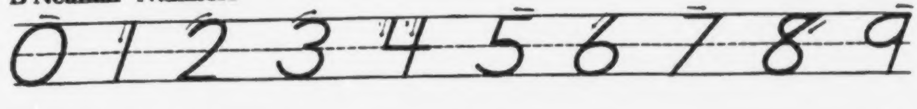
D'Nealian™ Manuscript Alphabet



D'Nealian™ Cursive Alphabet



D'Nealian™ Numbers



PARENT & STUDENT
TIP
SHEET

WHAT IS COOPERATIVE LEARNING?

People learn and work in 3 different settings.

Competitive	**Individual**	**Cooperative**
Hopefully with others at the same ability level	Independent	Interacting with others in pairs or small groups

Skills to develop in cooperative learning and working:

getting along

developing relationships

teamwork

depending on others

listening

discussing

taking turns

sensitivity to others

seeing other points of view

thinking out loud

celebrating others' accomplishments

PARENT & STUDENT TIP SHEET

PROBLEM SOLVING

This is made up of a **Five Step Plan**. The five steps are: understand, plan, try, check, and extend.

1. **Understand** - you have to read the problem and decide what you know and don't know about the problem.
2. **Plan** - Decide what you can do to solve the problem. Are you going to add or subtract, use graphs, draw a picture, make a chart, or use manipulatives to find the answer?
3. **Try** - Try your plan and see if it works.
4. **Check** - Does your answer make sense?
5. **Extend** - Think about what you have learned from the problem.

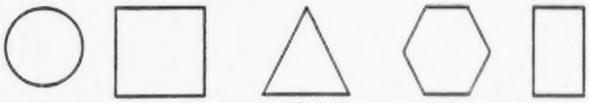
PARENT & STUDENT TIP SHEET

What Are Math Manipulatives?

Math manipulatives are a variety of objects that students can see and touch. Using "hands-on" materials helps students learn math concepts. Manipulatives help students think and reason. Objects also help with the computation skills of addition, subtraction, multiplication, and division.

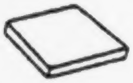
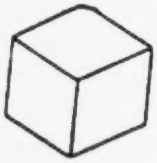
A. **ATTRIBUTE BLOCKS** have four different attributes or characteristics:

1. shape



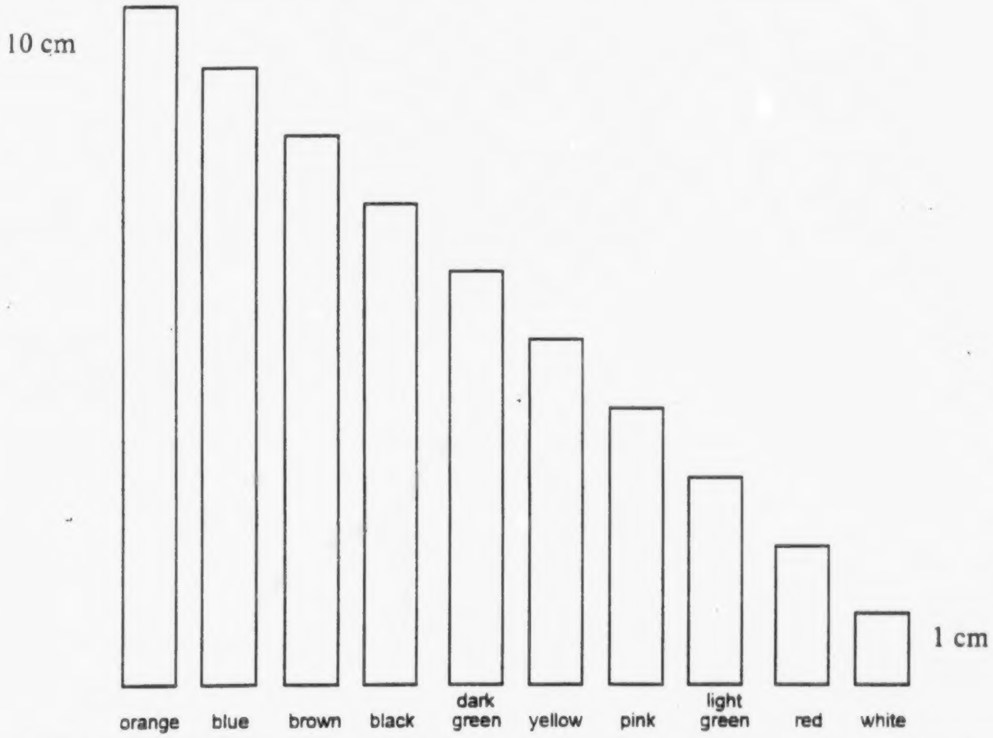
2. color (3 different colors) red, yellow, blue
3. size (2 sizes - large and small)
4. thickness (2 thicknesses - thick and thin)

B. **BASE TEN BLOCKS** are models of our number system which is based on tens.

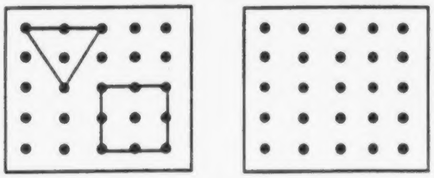
1. units or ones
2. rods or longs or tens (ten ones)
3.  flats or hundreds (ten tens)
4.  cubes or thousands (ten hundreds)

C. **COLOR TILES** are one inch square tiles that come in four colors (red, yellow, blue and green).

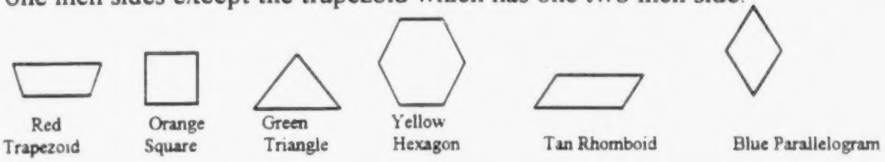
D. **CUISENAIRE RODS** are colored rectangular rods in ten different sizes and colors. These rods range in length from one centimeter to ten centimeters.



E. **GEO BOARDS** are square boards with rows of pegs. Rubber bands are stretched over the pegs to create shapes and designs.



F. **PATTERN BLOCKS** are six geometric shapes in six colors. The blocks all have one inch sides except the trapezoid which has one two inch side.



G. **TANGRAMS** are 7 piece puzzles that can be arranged into many pictures and patterns.

PARENT & STUDENT TIP SHEET

Magic 9's In Subtraction

When subtracting 9 from another number, you can use a "trick" that will work every time.

Example: 15 **You add the top two numbers to give you the answer.**
- 9 **1 + 5 = 6.**

11 **You add the top two numbers to give the answer of 2.**
- 9 **1 + 1 = 2.**

The rest of this page will give you problems to practice with.

18	15	11	10	17	16
- 9	- 9	- 9	- 9	- 9	- 9

17	12	10	14	13	19
- 9	- 9	- 9	- 9	- 9	- 9

Magic 9's in Addition

9 **When you add 9 to any other number, you can use a subtraction "trick".**
+ 7 **Look at the number other than 9. In this case we have 7. Subtract 1 from the 7 which now equals 6 for 16.**

Try theses:

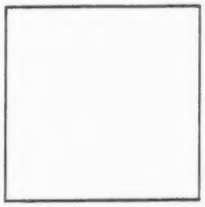
8	9	4	9	9
+ 9	+ 3	+ 9	+ 6	+ 2

PARENT & STUDENT TIP SHEET

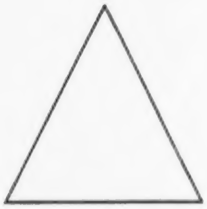
Pattern Blocks

Pattern blocks are a collection of six shapes, each a specific color. A set of pattern blocks has yellow hexagons, red trapezoids, blue parallelograms, green triangles, orange squares, and tan rhombuses. All of the shapes have sides of the same length, except for one side of the trapezoid which is twice the length of the other sides. A typical set of pattern blocks has 250 blocks — 25 yellow hexagons, 25 orange squares, 50 green triangles, 50 blue parallelograms, and 50 tan rhombuses. (Note: The orange, tan, and blue pieces are actually all parallelograms and rhombuses, but they are called by different names for clarity.) One set of pattern blocks is ample for four to six people.

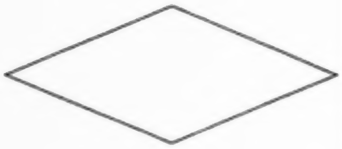
Pattern blocks consist of these six pieces:



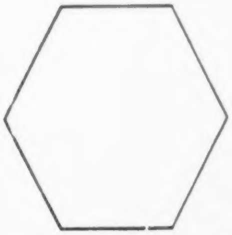
orange square



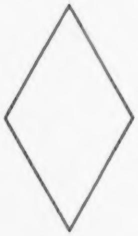
green triangle



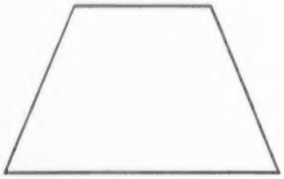
tan rhombus



yellow hexagon



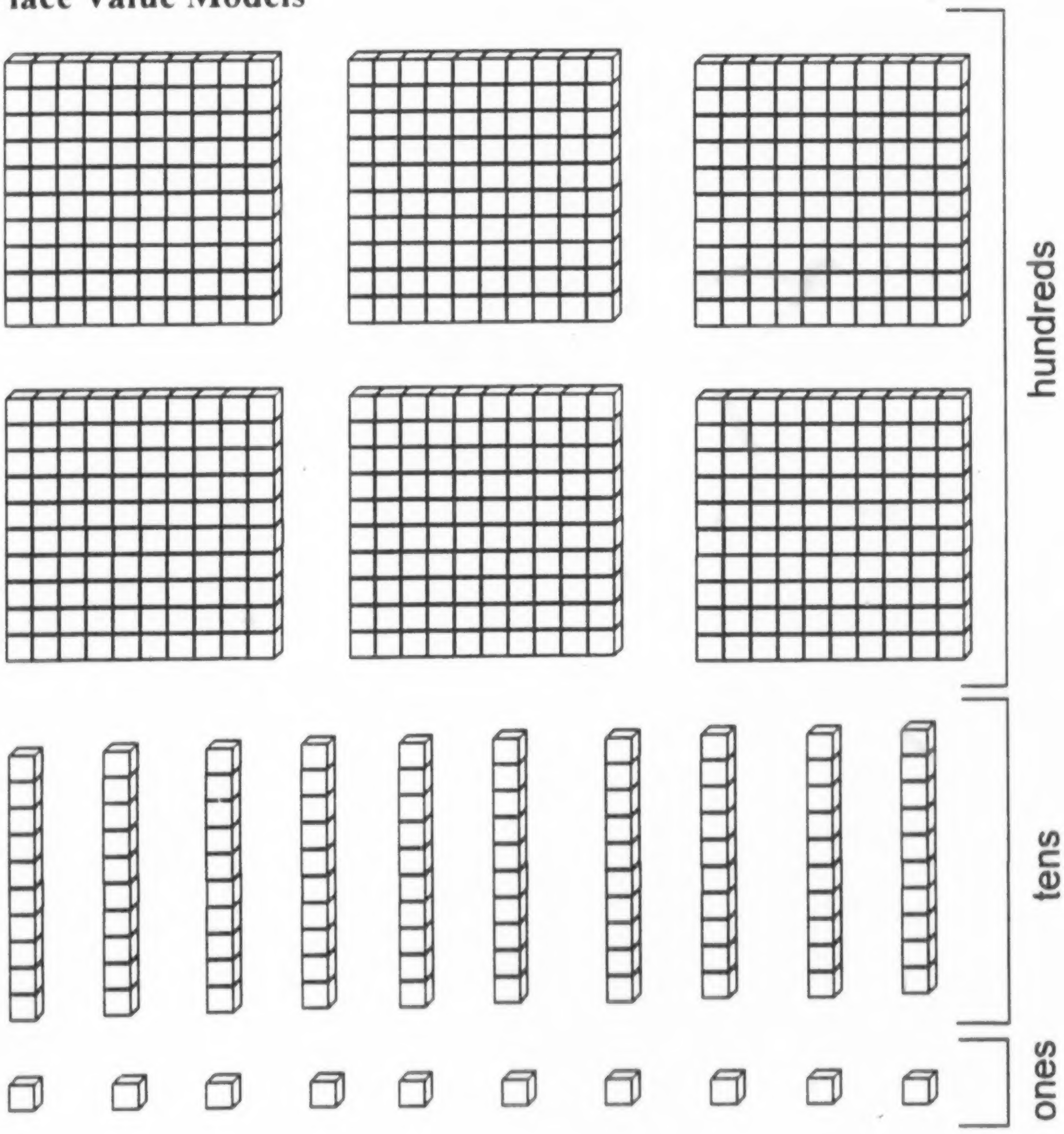
blue parallelogram



red trapezoid

PARENT & STUDENT
TIP
SHEET

Place Value Models



PARENT & STUDENT
TIP
SHEET

SCIENCE EXPERIMENTS

Investigating and experimenting can be fun for your child and you! Remember first to discuss all possible hazards then gather all materials before starting, and finally get ready to experiment with your child. When experimenting, three steps should be followed:

STEP 1. **PREDICT** what will happen before you do the experiment. Write your prediction down so you can refer back to it later.

STEP 2. **OBSERVE** during the experiment. Watch closely.

STEP 3. **CONCLUDE** by comparing the results with your prediction. Tell why the experiment turned out the way it did.

PARENT & STUDENT
TIP
SHEET

SCIENCE EXPERIMENT FORM

Name ____

My Experiment ____________________________________

Question: **What do I want to find out?**

____

____

____

____

Hypothesis: **What do I think?**

____

____

____

Procedure: **How will I find out? (step-by-step)**

1. ____

____

2. ____

____

3. ____

____

4. ____

____

5. ____

____

Results: **What actually happened?**

____

____

____

Conclusions: **What did I learn?**

____

____

____

PARENT & STUDENT
TIP
SHEET

THINGS TO DO THIS WEEK

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

PARENT & STUDENT TIP SHEET

Test Taking Tips

Dear Parent & Child:

You will be taking a lot of tests this year. Tests help your teacher know:

- what you have learned.
- what you are ready to do next.
- where you need extra help.

These activities have been designed to help you understand tests. Everytime you take tests you will learn a little more about them. Here is a list of test tips for you to remember. You will want to add your tips to this list.

TEST TIPS TO REMEMBER

Follow the test rules. If you don't understand them, ask for help.
Look for key words in the directions. They tell you ***where*** to find things, ***when*** to do things, what to look for, and ***how*** to do the test.
Read every answer. The best one could be last.
Get rid of tricksters. Look for answers that are tricky or that don't make sense. Throw them out. Then pick the best answer from the ones that are left.
Fill in the answer spaces quickly, but stay in the lines.
Work so that you have enough time to complete all the test questions.
Try to find out ahead of time what you need to know for the test. If you are not sure about it:

- ask your teacher, family, and friends for help, if testing procedures allow it.
- check your school books.
- do some practice.

Be ready on test days:

- get a lot of sleep the night before.
- eat a good breakfast.
- make sure you have two or three No. 2 pencils with clean erasers. The points should not be too sharp.
- think of the test in a way that keeps you from getting scared. Pretend that it is a puzzle or game. Just follow the rules and do your best. You'll be a winner!

PARENT & STUDENT TIP SHEET

Understanding the Game

Rules of the game are very important. They tell you what to do. You must understand the rules to play. You must follow the rules to win.

Test rules are just like the rules of a game. Be sure you understand what to do. Many wrong answers come from not going by the rules. If the rules are not clear to you, ASK FOR HELP.

Some test rules are signs. They may be found at the top or bottom of the page.

1. Look at the signs at the right.
2. Match each sign with its meaning.

STOP	Go on to the next page.
⇨	Stop
☞	Go on to the next page.
✋	Stop

As you listen to your teacher read the directions (or read by yourself), point to what is being read, using the sample that follows:

DIRECTIONS

Your teacher says:	Then you:
"Look at the bus."	Point to the bus.
"See the two arrows."	Point to the arrows.
"Each arrow points to a circle and a word"	Point to the circle and the word.
"Mark the circle beside the name of the picture"	Point to the correct circle.

Samples help you learn what to do, too. A sample shows what the test questions will be like and how to answer them.

Mark the circle beside the name of the picture:

⇨ ○ buns
⇨ ○ bus

PARENT & STUDENT TIP SHEET

Unlocking the Directions Game

Keys unlock doors. Key words unlock ways to do tests correctly.

These key words tell ***where*** to find things.

KEY WORDS: **under** **beside** **top** **upper**
below **by** **bottom** **lower**
middle **corner** **left** **right**

1. Read the rules at the right. Circle each key word that tells you **where**. You will find **7** key words to circle.

> Write your name in the upper left corner of the page. Find the tree beside the Number 1. Read the story by the tree. Look at the words below the story. Pick the word that means the same as the story word with a line under it.

These key words tell ***when*** to do things:

KEY WORDS: **first** **begin** **before** **start** **until**
last **end** **after** **finish** **when**

2. Read the rules at the right. Circle each key word that tells **when**. You will find **9** key words to circle.

> Do not begin until your teacher tells you to start. Do the sample first. After that, do Number 1. Work until you get to the end of the page. When you finish, go on to the next page.

These key words tell ***how*** to take a test.

KEY WORDS: **pick** **decide** **wait** **find** **read**
choose **think** **listen** **look** **write**

3. Put a line under the **3** key words that tell **how** to take a test.

> Read the sentences. Pick the one word from the list that best completes the sentence. Decide if the finished sentence is true.

PARENT & STUDENT TIP SHEET ☆

Read Everything Before Doing Anything

Be very careful to read every answer given for a test question. You may have to decide between two or three answers when only one is the best.

Read this story. Then pick the best name for the story.

Tiger is Dick's dog. When Dick fell into the lake, Tiger pulled him out.

"You are a hero, Tiger. You saved my life!" said Dick.

1. Wet Dog
2. Dick's Dog
3. Dog Hero

If you picked number 3 you're correct. All the story names seem right but "Dog Hero" is the very best. Tiger is more than just a wet dog or Dick's dog. He saved Dick's life. Tiger is a hero.

Sometimes "all of the above" is the last answer for a question. "None of the above" can also be an answer. When all of the answers are correct, mark the space beside "all of the above". When there are no correct answers, mark the space beside "none of the above".

Try the test below:

1. Which of these are colors?
   - ○ blue
   - ○ black
   - ○ brown
   - ○ all of the above

2. Which of these can fly?
   - ○ redbird
   - ○ crow
   - ○ airplane
   - ○ all of the above

3. Which word is spelled wrong?
   - ○ city
   - ○ garage
   - ○ elephant
   - ○ none of the above

4. Which word is spelled wrong?
   - ○ trumpet
   - ○ sheep
   - ○ Indian
   - ○ none of the above

PARENT & STUDENT
TIP
SHEET

The Matching Game

Some tests have one page for questions and another page for answers. When you take this kind of test, **BE CAREFUL.** The answer page may be used for several different tests. Always check the test name. Then match it with the same name on the answer page.

1. Find the sample test near the bottom of this page.
2. What is the name of the test? ________________________________
3. Is the same name on the answer page? __________________________

Be sure to mark the answer page for the right question. Look at the question number on the test. Find the same number on the answer page. Then mark your answer. Do this for each one. To help you find the right answer space, keep the answer page as close to the test as you can.

1. Look at the test and answer sheet below.
2. The first answer is done. Which answer is marked? ______________
3. The last answer in the test is the correct one. Suppose you marked the last space on the answer page. Would the machine have counted your answer right?

Try the test below. Find the word that means nearly the same as the underlined word or phrase.

SAMPLE

Test 2
Vocabulary

21. In this spot.
    1. stair
    2. tops
    3. place

22. Small Animal
    1. tiny
    2. Huge
    3. Smart
    4. Tall

ANSWER PAGE

Test 1 Word Analysis	Test 2 Vocabulary
1. ①②③④	21. ①②❸④
2. ①②③④	22. ①②③④
3. ①②③④	23. ①②③④
4. ①②③④	24. ①②③④
5. ①②③④	25. ①②③④

PARENT & STUDENT TIP SHEET

The Answer Space Game

Remember - a machine may check your test. You must mark the answer spaces very clearly so the machine will know what answers you chose. Be sure to stay inside the lines. You will need a No. 2 pencil that is not too sharp. It is always wise to have two or three pencils with clean erasers.

Answer spaces can be may different shapes and sizes. Here is what some of them look like.

❍ ① ⬭ ☐ ⬯ ‖ ‖ ‖ = = = ⬭ ⬭ ⬭

See how quickly you can fill in the answer spaces above. Remember, stay inside the lines.

Now try some test questions. Remember to:

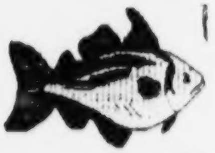
- read each question.
- read each answer.
- pick the best answer and fill in the correct space. Stay inside the lines.

1. A young cat is a ______
   ○ chicken
   ○ duck
   ○ kitten

2. Red is a __________
   ○ book
   ○ color
   ○ crayon

3. Find the missing letter:
   (i, j, k, ____, m)
   ○ a
   ○ p
   ○ l
   ○ r

4. Name the picture ○ dish ○ fish ○ fast



PARENT & STUDENT TIP SHEET

The Detective Game

You need to work quickly when taking a test. Here is a clue to help you go faster: GET RID OF ANSWERS THAT YOU CAN TELL ARE WRONG. Spotting the wrong answer first leaves fewer answers to choose from and makes choosing the right answer a lot easier. Use the clues below to spot the wrong answers.

Say each answer to yourself. Forget about those that don't even come close.

Read each question. Then fill in the circle for the correct answer.

Match the middle sound:

1. Spot
   ○ fun ○ top ○ cart

Picture each answer in your mind. Pick the one that makes sense. Think about how milk and water are alike.

Find the best word to end the sentence.

2. Milk and water are called: ____
   ○ bushels
   ○ liquids
   ○ pints

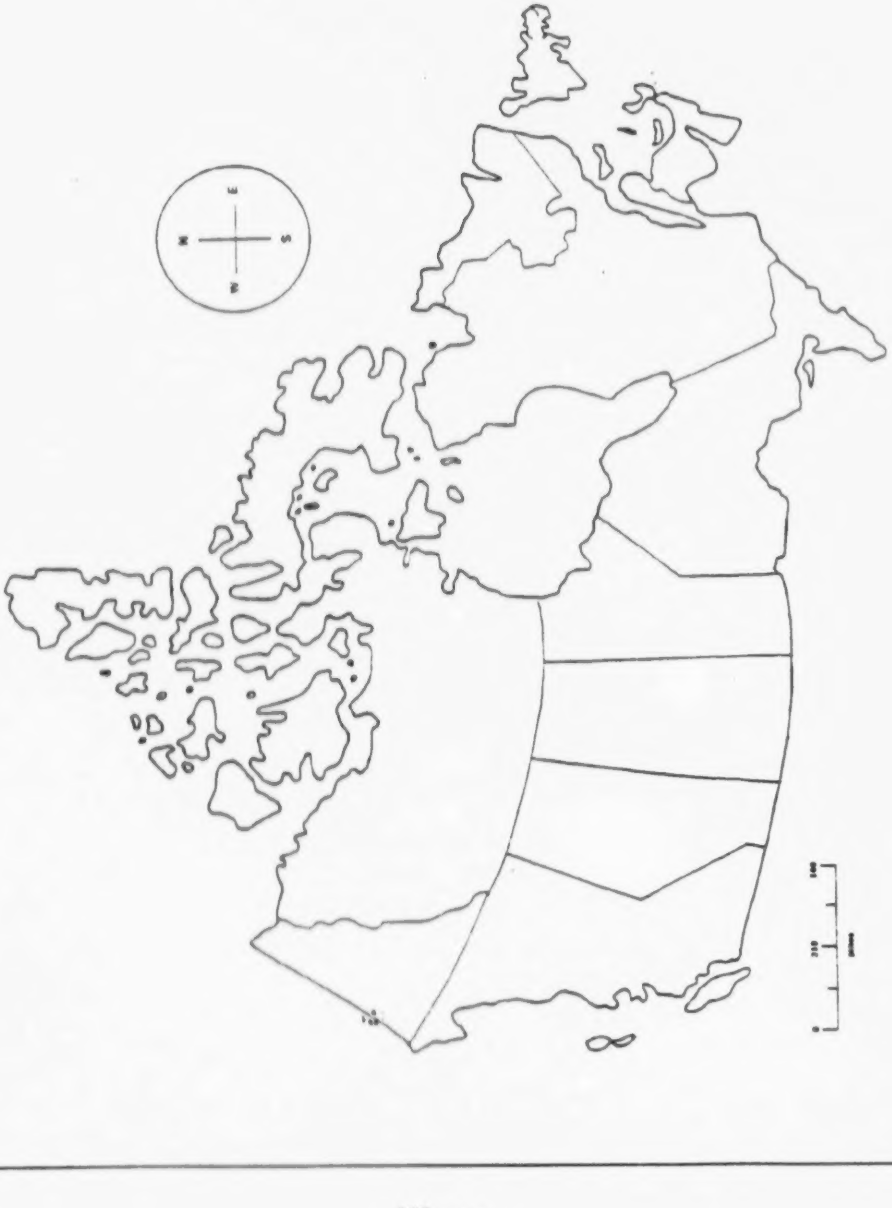
Think about what word is needed. Here you need a word that tells what happened next. There are only two and you need to find the best answer.

Try each possible answer in the test sentence. Mark in the best one.

3. First, I went to Jack's house and ______ I went home.
   ○ earlier ○ then
   ○ before ○ after

PARENT & STUDENT TIP SHEET

The Country of CANADA



PARENT & STUDENT TIP SHEET

The Continent of NORTH AMERICA

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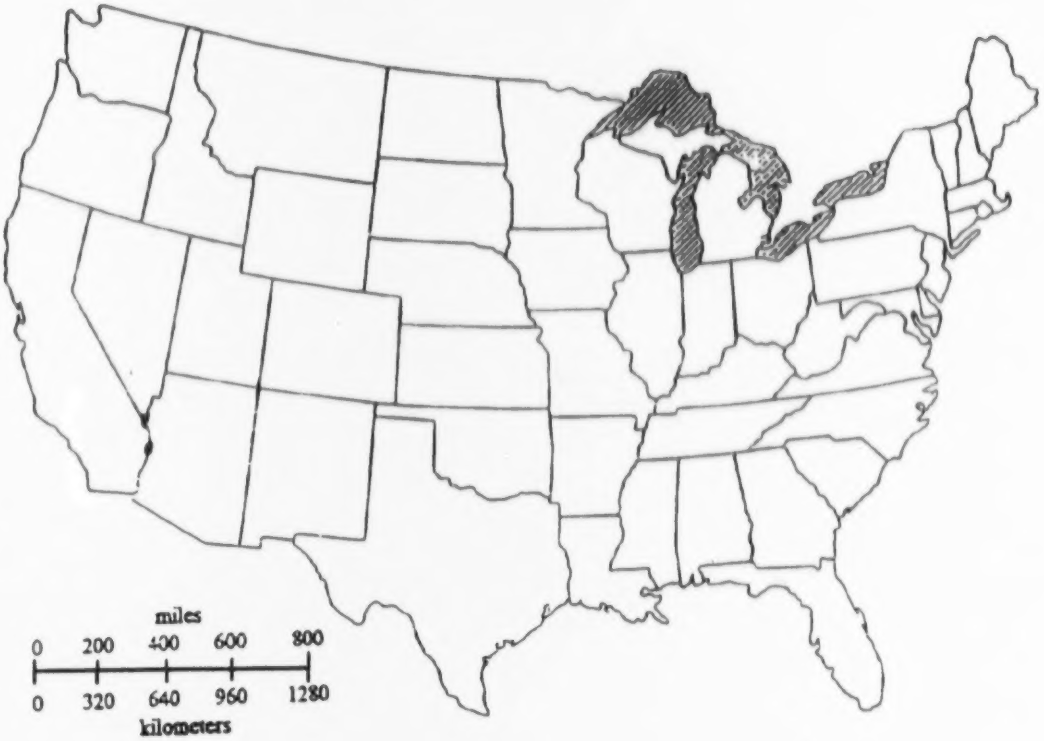
PARENT & STUDENT
TIP
SHEET

The continental country of the
UNITED STATES OF AMERICA



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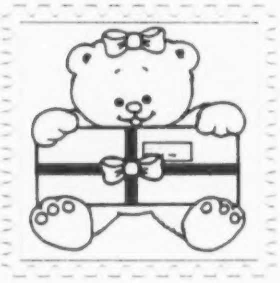
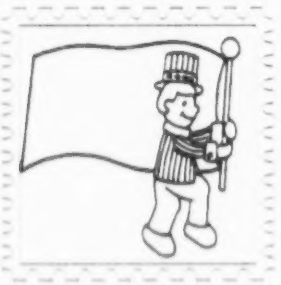
Color each stamp after the monthly activities have been completed.





Congratulations on working in your Second Grade Home Activities Booklet. We are very proud of you!